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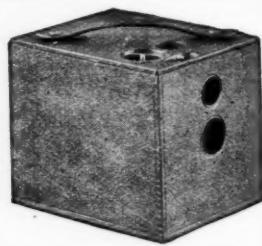
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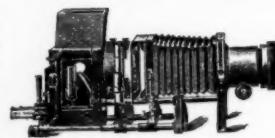
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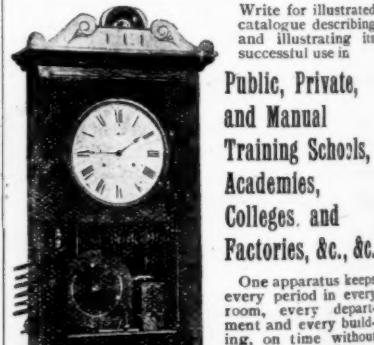
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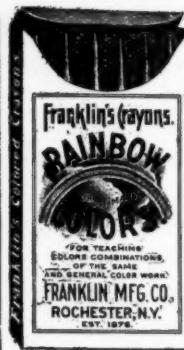
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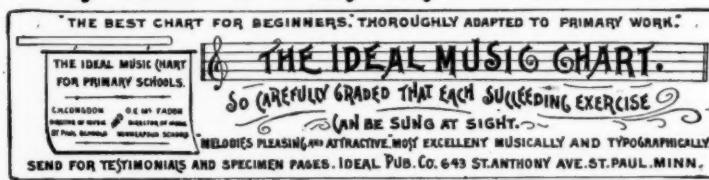
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.

For the Week Ending March 23

No. 12

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The business department of THE JOURNAL is on page 288.
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A Residing Purpose.

A number of superintendents were sitting near each other on the return journey from an important meeting; the conversation at first was mainly critical, consisting of opinions on the papers read; after a time these seemed to exhaust the supply of conclusions, and it became evident a new chapter was to be begun.

"Do you know," said a large burly man who had been mainly employed in looking out of the car window, while the rest were criticising the president's address, and whose mind was at that time evidently on something else, "do you know that N—— is making a great success in——? P——, the A. B. C.'s agent, is as good a judge as I know of these things, and he says his success is wonderful. And it is of the solid kind, too; come to stay."

This statement turned every mind into a new channel. There is no subject that is more interesting and attractive to a number of superintendents than the marked success of one of their number in some part where previously the attention of the public could hardly be arrested. In this case it seemed to be conceded that N—— had in some manner risen to a position of importance, and all were eager to know how he had effected it. He had graduated at a normal school, had been an assistant in a town school for several years, had attended educational gatherings, had become principal of the high school in a large town, and two years before the date of the conversation had been chosen as superintendent.

"I never saw much out of the ordinary in him," said one.

"He may be one of those fellows that creep up slowly and steadily, like the century plant—long time blooming, but sure to bloom if they live long enough," remarked a tall man with gold spectacles.

"Who knows what he has been doing," said another. "What is the point of his success?" said another. "Has he got the manual training craze? or, taken up physical development? Or, one session a day? Or, holding teachers' meetings? What is his particular weakness?"

"He's an all-around man, I judge," said another.

"Only a fair writer, if his articles in THE SCHOOL JOURNAL are any sample."

"Well, it is not easy to measure up a man, we all know; I don't suppose our school boards know us fully, though they think they do. You know the old proverb, 'No prophet is great in his own country,' and this ap-

plies to N——, I suspect. He is probably a greater man than we have apprehended."

"That is good of you, Supt. G——; it sounds like my old teacher, the best I ever had (I only wish I was half as good). He always had kind words and prophecies for all, no matter how unpromising."

"Perhaps his school board is with him," said another.

"I am never sure of my school board. If I propose to have a loose board nailed on the school fence, it is by no means certain to meet with approval."

"It is plain that P——, the A. B. C.'s agent, considers him not only a rising man, but a risen man. They know a great deal—those agents; they see hundreds of schools, and are capital judges of men. He thinks N—— has demonstrated that he knows his business thoroughly. The people are with him."

"Perhaps he made himself very popular as principal of the high school, and is now reaping returns. That is the way sometimes."

"I don't think it is that way; I think he has demonstrated ability as principal and as superintendent, and it is recognized. In other words, he's got it in him."

"That explains it, and it doesn't explain it either," said the tall superintendent.

Then the conversation was carried on mainly by three—the first speaker being the leader, a man with gray hair, combed directly back from his forehead, taking up his words quickly, and one with sandy hair, putting in some witty discriminating remarks from time to time. The rest were content to listen; they were learners; they recognized the others as masters.

"No, it doesn't explain it as fully as I would like, but it gives one a central thought, and that is something. It is the great thing to have a fixed purpose in battling with things in this world."

"You mean, I think, clear sight as to ends and then forever holding on," said No. 3.

"Yes, but more than that; why of course holding on is good, but all of us do that. I think the clear vision is the conqueror. You see it is something like this; at least I fancy it is. By long study a man gets to see all the separate and disjointed things with which he labors matched together in charming order, into what the Germans term a *rightness*. This can only come from long and continuous contemplation. It is like Napoleon's having a sort of high scaffold built at Waterloo, though he didn't have anything of the kind; I believed it for many years, but that illustrates my idea; you get above the smoke and fog, and see how things might be."

"And N——, you think, is a student?" said No. 2. I never gave him credit for that. The truth is we are all of us too lazy to accomplish much. When I was principal of the high school at L——, why superintendent T——

never read anything except the newspaper. When he made out his annual report he used to get down other reports and work them in. I don't think he knew as much when he retired as he did when he began."

"He is not at all what one would call a genius ; at least not my idea of a genius, but I always felt he had a certain solid competence about him. We all have a certain ability that can be developed, and that is what N—— has done."

"He has been stirring up the people there on education a good deal," broke in one of the listening group. "I got a paper that took two columns to tell of a meeting in the public hall where he gave a lecture, and showed how reading was best taught by means of objects ; children were called on the stage and taught to read. There was an enthusiastic audience, judging from the paper."

"I have known that he was a student of education for several years past, but he doesn't parade his knowledge. When he was an assistant at G—— he told me he had made a special study of Pestalozzi. I remember he said at first he thought there was nothing in Pestalozzi, but afterward he saw that most of our American writers merely echo the ideas of Pestalozzi."

"There is one good test of a superintendent (and this I say, wishing you to consider that it is in the abstract, and not descriptive of myself), his teachers will be growing. Look at Parker, Colonel Parker I mean ; how many come to him and light their candle, lamp, torch, or electric light, as the case may be, and go out into the world ! It is with a superintendent as with a preacher. A good preacher is lifting his people along from one point to another."

"Yes, I believe that. It is a fortune to be an assistant teacher with some superintendents ; I am speaking concretely, I would have you understand. You know I was in G—— for three years. I owe everything to superintendent M——. He built us all up." This too was from one of the listeners.

"A good deal depends on the school board. (Murmurs of assent from the entire group.) I believe I could double my results if I had a better board. I have the impression that N—— has Senator Bennett on his board, a man of great ability ; he probably has measured up N—— rightly, and shows the rest that he confides in him, and that is worth everything. The rest follow the senator's example."

"Yes, that is all right, of course, but then that wouldn't amount to but little if N—— hadn't the stuff in him. You come back to my ground—N—— has got it in him. School boards are often ugly as sin, but they complain of the want of ability in us. It isn't the knowledge I have of arithmetic and so on that makes me worth my salary ; nor is it my knowledge of the business of superintending schools. What gives me value is that I know what education is in a broad way, and can reach results, partially at least. When I say, 'got it in him,' I mean got hold of the essence of the thing. Going to the church building with your best clothes on, and sitting up and looking at the preacher isn't religion ; nor getting the words of the text-book isn't education. Most teachers think it is, and most superintendents let them labor on in that delusion ; they are not able to inoculate them with higher ideas, because they don't possess them."

"You mean that N—— turns all of the mechanism of the school system in his town to realize education in its broad sense ; that's what you mean by 'having it in him.' And you think the people generally comprehend that he is running the system broad gauge, and like it."

"Yes, that's what I mean, and I want to tell you that it's not an easy thing to do." (Murmurs of assent.)

"What stands most in the way ?" asked the youngest of the listening group. "Is it the school board, the public, or the teachers ?"

Laughing, the fair haired man, a great favorite at institutes, replied :

"In my opinion it is ourselves. 'The fault is not in our stars but in ourselves.' And how little there is to help us. Take this meeting which we have attended. It will be forgotten by all of us in a week, but this conference will last forever, at least as far as I am concerned. I cannot say I shall start out in the autumn with a new scheme of any kind, but I shall have a new spirit."

How would it be to get N—— to come to —, and a dozen of us meet him there for a conference, and let him expound on the subject "How I made superintendency a success." This from one of the listeners.

"It would do little good. It is curious that there are things you cannot tell. Edgar Allan Poe undertook to tell how he wrote the 'Raven,' but I never read any poems written by people who learned how from what he disclosed.

"No ; the only way for us is to attempt to seize upon the central truth of education and then embody it. The sculptor must have a vision, the idea, then he must take hammer and chisel and work away."

"The teachers' meeting then is a most important factor, for the idea of the superintendent must be disclosed to the teachers. But are not most teachers' meetings a failure in this ?" From a listener.

"My teachers' meetings are now, and always have been failures," blurted out the second speaker. "I am speaking confidentially of course ; but it is my weakness. I don't seem to be able to bring my teachers to believe there is anything serious in education. They look at it as the girl behind the counter does at her business."

A look of dismay passed over the countenances of all the group, and there was a pause. "Would it not make a difference if your assistants were men, at least mainly ?"

"Yes, in most respects it would, but women have come to stay as teachers. They meet on Saturday mornings for an hour, and in spite of all I can do and what the principals of the schools can do, they come because they must, and stay no longer than they must."

"I tried a plan that worked well," said one of the listening group who had replied the oftenest. "At my teachers' meetings I ask each teacher, 'What real education have you forwarded during the week ?'"

Murmurs of assent were heard from the entire group.

"It was hard to get them started, but now all report and give the class and the pupil. Of course it is a struggle and always will be, but it is the right line."

"You mean that the teacher reports how she aided the educative process, for we all say that one educates himself, and then go to work to have some one else do it. That is a splendid idea."

"He is another that has got it in him," was the whispered remark made by one of the three.

The train was now nearing a station where several were to leave, and the group was broken up. Hence, such is the inability of human effort to be reunited again under precisely the same circumstances, if it were possible that the same individuals could sit again as they did that day, with the same garments on, they would not think in the same lines. New experiences, and the kaleidoscopic nature of our mental agglomerations make it impossible to state a truth with the same coloring at different periods. But as the particles in a drop of water, though they may not occupy the same relative places, aggregate themselves ever into a spherical form, so the numerous judgments of that group of men crystalized themselves into a form that expressed a truth each felt to have general application to their work that might best be stated in the words, "The successful superintendent has it in him."

The Manual Training Movement.

By WALTER J. KENYON.

The term manual training is loosely applied to several systems and fragments of systems and a great amount of isolated device; and under the head of manual training schools are classed a variety of institutions, each covering a legitimate field, but following diverse methods and governed by methods greatly at variance. So that, to be properly understood, one must explain the standpoint from which he regards the subject. This is best done by eliminating those systems and institutions which, in view of their aims and methods, cannot be included in the term.

First of all, the trade school, a thriving feature of many American cities and of special institutions such as Hampton and Carlisle, is not a manual training school. It is clearly a specializing school and as such is a sequel to the other.

The industrial school is another which must not be included here. The industrial school is a sort of premature trade school in which half-grown children are initiated in the various bread-winning pursuits. Its best claim to recognition is its superiority to the reform school as the guardian of uncalled youth. The industrial school is like the trade school, missionary in its spirit, economic in its purposes, and wholly good in its legitimate field; but it is not, in a strict sense, a manual training school.

Other so-called forms of manual training are the numerous fads which from time to time capture the curriculum in various schools and localities. These amusements range everywhere from Kensington painting to primary-class-wood-carving and in view of their frequent recurrence it is with some degree of justice that the newspapers cry "fad" at every innovation without stopping to examine.

THE MOTIVE.

The certain tests of manual training are the method of its application and the motive governing the method. The motive is by no means revealed in the name; indeed so meager is the latter in its suggestion that various hopeful attempts have been made to increase its descriptiveness. Hence "manu-mental" found its birth in the cerebral belongings of Mr. J. Clell Witter, of *Art Education*. Professors Bamberger and Larsson inscribe on their banners "Heart, Head, and Hand," which goes a step further in descriptiveness. But if the hyphen enters the title of our subject we must not stop until we have said Manu-mental-moral-ethical-spiritual training, for the system we seek has all of these bearings and no one more than another. And it is high time to put away that distinction between manual training and the older members of the curriculum by calling the latter "culture" studies. If manual training is not a culture study it is nothing. If our ancestry had not, for uncounted centuries, engaged in manual training through force of circumstances, we of to-day would have precious little basis for our culture. After all it is a hard matter to find a suitable name. Probably the surer way is to adhere, in our methods, so tenaciously to our ideals that the subject will come to characterize the name.

SCHOOL-ROOM VALUES.

From the pedagogical standpoint manual training means an economy of study. It has been demonstrated that a boy accomplishes more scholastic work by giving a period of the program to workshop practice. Furthermore the latter makes him love school, where he formerly regarded it as a prison house. It affords a bond between the home and the school, an achievement much to be desired. It has a hygienic value beyond the mere question of physical exercise, in that it relieves over-taxed channels of attention. That is to say, the individual generates one hundred per cent. of energy. For its outflow nature provides the six channels of sense. The conditions of the ordinary recitation demand that the conducting capacity of these six shall be vouchsafed by one alone—sometimes hearing, sometimes sight, rarely both. Under these conditions, nature asserts herself. There is an overflow of energy. It is manifested in the manufacture of spit-balls, the whittling of desk-covers, and a hundred other forms of disorder and inattention. We say the boy is bad, but the physiological fact is that the single channel has been over-taxed beyond endurance and the others must act though the pupil die for it. We ourselves know how it fatigues us to listen to a discourse. We know it tires us less if the talk is illustrated by pictures. Our fatigue would be still less could we handle the material talked of and taste it, smell it, and move around it. In short, that study permits the most normal range of action in which the external object is apprehended by all the faculties in unison, each sense and each muscle expending its own share of energy. Manual training is a long step in the direction of normal study.

A BALANCE.

Manual training is an arbiter between diffidence and vanity. It reveals to the "dull" pupil that, after all, he is not entirely dull, and the unfriendly world grows bright to him with a new hope. The bright pupil has over-ridden his school-room prob-

lems on a winged steed whose flight is toward arrogance and conceit. In the manual training room he finds that, after all, the world is large and he is small. He meets a hundred hard, relentless problems whose honeys are extracted only by noble, humble work. And the manual training re-organizes both these pupils and bestows upon them that best gift a school can give a child—a correct estimate of the world in its relation to him.

STATUS OF LABOR.

There is a social side to manual training. That force which has since the beginning of human time slowly upraised the height upon which man stands to-day is plain, rough, manual labor. It founded his temples, it reared his ideals, it evolved his intellect. The human hand has been the life tutor of the human mind. And to-day we despise manual labor. Hardly one of us here but would rather earn his bread at any so-called profession than at a good, sturdy trade, though he starved by the choice. Our social conditions have degraded the laborer beyond the reach of culture (?); and we are short-sighted enough to ascribe the degradation to labor itself. The maker of the human mind lies low, spurned by its pupil! And woe to that pupil, were no help at hand. The general remedy is the common school. The sure specific is manual training.

GROWTH OF THE IDEA.

Historically, manual training is not new. Almost two centuries ago, in the schools of Halle, Germany, a fully developed system of manual work had won itself a place. And in far away Finland, in the normal schools established by the great Cygnæus, manual training was taught at a date when our own country was yet considering the advisability of establishing normal schools.

Dr. Salomon credits Martin Luther with the first utterance which may be construed as a manual training argument. In a letter to the German burgomasters, Luther advised that school-boys study less of Latin grammar and devote a portion of the time so saved to the learning of the trades for which they were destined. (destined!)

Montaigne, late in the 16th century, declared: "It is not a soul, it is not a body to be educated. * * * it is a *man*." We find this thought endorsed by our own professor Woodward in his famous sentence

"Put the whole boy to school."

Comenius, born in the year Montaigne died, has been styled "Father of the New Education." He argued strongly for manual labor in the school "if only to give the pupil an insight into the actualities of life." That is, I take it, Comenius believed manual training to be, in one of its aspects, original research in sociology. He thought it to be a good means, also, of ascertaining the pupil's natural inclinations.

John Locke, in treating the education of a nobleman, recommended that he learn a trade—two or three, preferably, but at least one. Locke argued that this feature of a young gentleman's education would give him a desirable skill, physical health, provide him diversion and not the least consideration, keep him out of mischief.

Franke, in Germany, was the first to develop an adequate manual training course in a child school. Heretofore we have heard arguments for trade teaching from various standpoints. But in Franke's work in the schools of Halle we find the distinctive idea of manual training. As early as 1701 he employed a special teacher in knitting. Other occupations tried later were the various offices of housewifery such as meat carving, apple peeling, and button sewing, although the pupils were boys.

It appears as a remarkable fact that while the boys of the poorer class received their manual training in these curious forms, those of wealthier parentage, in attendance at a separate institution, were given such work as carpentry, turnery, and the construction of physics apparatus.

A few quotations from Rousseau will show how fully he appreciates the nice distinctions between manual training and trade teaching. He says of drawing, "I wish my pupil to cultivate this art not so much for the art itself, as for the acquirement of a keen eye and a supple hand. In general it is of less importance that he learns particular exercises than that he acquires that fineness of the senses which may be gained from the exercise. * * * * His hands will be busy to the improvement of his understanding; he will become a philosopher when he thinks himself only an artisan. * * * *

* * * Instead of dilating on abstract morals turn his whole attention to the industries which make man useful to man. * * * * Lower yourself to the status of the artisan in order to be above your own. * * * * It is not necessary that one practice all the trades in order to honor them all. It suffices that he finds none whose dignity is below that of his own. * * * * Our ambition is not so much to learn the art of joinery as to elevate ourselves to the standard of the joiner."

Various reformers follow re-enforcing, rather than adding to, the doctrines quoted above. Then Pestalozzi comes, developing further the tenets of Comenius, and finally Froebel stands forth, thrusting aside much vagueness of theory, enunciating truths which have hardly yet begun to unfold, and applying device which in a great degree expresses his theory of sense culture, through which the human trinity, the physical, the intellectual, and the spiritual beings are co-educated.

Tracing the growth of the idea, then, we have first a demand that trade teaching be introduced as partially displacing Latin grammar. Later, strong expressions for a general sense education in which manual training finds a large place, but is accorded no direct consideration. Finally, in the great Froebel, a theory and practice which embody a pure conception of the nature of educative manual work.

In connection with the development of the manual training idea these three maxims should become historic. Away back in the 17th century Comenius said:

Learn to do by doing.

In 1892, Prof. John Dewey said in Chicago:

Learn to *know* by doing.

And to-day the philosophy of manual training says:

Learn to be by doing.

MODERN TENDENCIES.

In conclusion there are three phases of the modern tendency to be considered. It is to be regretted that the chief of these is *Utilitarianism*. The people are clamoring for studies that are "practical." "Make our children assured 'bread-winners,'"—That is the cry. And our profession bows in obedience to it. It seems not sufficient that the trade school be an established institution in itself, but its characteristics must pervade the formative period in the lower school. Hence we have "industrial" studies and bread-winning occupations jostling elbows with the legitimate members of the lower school course of study. Half of the advocates of manual training endorse it because they see its utilitarian value and nothing beyond.

Next there is *Formalism*, a tendency not for manual training, but against it. The formalist of to-day is the same formalist that Luther opposed, and Rabelais and Locke and Bacon and Rousseau and Freobel. His never changing doctrine credits inheritance with those gifts that must otherwise come through sense-culture, and he devotes the school processes first, last, and always to scholastic lines of work. Fortunately his views are at extreme variance with those of the utilitarian, and this leaves an ample middle ground for the third tendency, *Realism*.

The latter draws the educating force from the individual's total environment. In this spherical surrounding, both human nature and the irrational world find place. Nature itself is recognized as the entity comprehending humanity as one of its members. And while the latter phase receives its due consideration through the study of history and literature the others are represented in laboratory science and the mechanic arts of the manual training department.*

The modern system of manual training may be considered in the three periods of kindergarten, middle school, and high school. Of these the first is best established.

The kindergarten idea has more nearly outgrown the experimental stage than the manual training of either of the upper divisions. The high school workshop is also upon a splendid footing. Throughout America, the city high schools are arranging well equipped workshops and well organized courses of work. And in this connection the universal verdict is that this latest member of the curriculum, so far from crowding the program, more than pays for the time allotted by making the high school boys better members of the school society and more earnest and effective students. The high school manual training has been for many years an established institution and an assured success.

The period needing most careful attention at this time is that of the middle school, including the primary and grammar grades. In many parts of the country, especially in Boston and its environs, well adapted courses of work are already established for the middle school. The Swedish sloyd, or a modification of it is the usual form. The sloyd system is rapidly taking hold elsewhere. It would be safe to say that there were as many as sixty separate sloyd exhibits in the educational department at the Columbian Exposition.

EXISTING SYSTEMS.

There are three systems of manual training now in actual operation in American schools. One is the modified Swedish sloyd already mentioned, which is peculiarly adapted to the middle school. Another is the Russian system which with some modification is the standard manual training of the American high schools. The third, adapted to all periods from the kindergarten up and destined without doubt to be the manual training of the future, is Illustrative Construction. It is the only form in which handwork can become an integral part of unified study. It will sooner or later depose the other forms of workshop practice. The Russian system is having its gala day, the sloyd is even now carrying our schools by storm. They are both good, but they will by and by pass away and illustrative construction, absorbing what is good from the other systems, will be the manual training throughout the formative period.

*It is not here implied that manual training is unrelated to history and literature.

pupil the opportunity to produce in relief what he can now only represent in outline. He would appreciate much more fully the beauty of form and proportion of a Greek vase if he could produce the object in clay, thus getting a better idea of the beauty of curve and outline.

But while almost all teachers and school officers are agreed upon the attractiveness of clay-modeling they frequently fail to see its practical side, its place in the ordinary school-room, and its educational value. The result is that it holds difficult in many parts of the country to secure for this work a permanent place in the elementary school curriculum.

Visit with me the class-room of a primary school. As we enter we find the children ready for a modeling lesson. There seems to be an air of joyousness pervading the room, which indicates that this lesson has for them many delights. Their little fingers are fairly tingling to begin work. But, this is a well-trained class, and much thought and observation must precede the work in order that the mind and eyes may act through the hand.

Upon the desk of every child is the clay, together with the form he is to model. It is perhaps one of the type solids or an object of natural growth in which he is led by the careful guidance of the teacher to look for certain beauty of form, proportion, and outline, in order that he may aim to produce them, as the result of his effort is to be an expression of thought to which sight and touch will co-operate.

In order to establish confidence on the part of the children in the handling of the clay, the teacher first models one of the forms, the little ones criticizing, and offering suggestions for its improvement. This only takes a few moments, as the lesson is to be the children's and they are so eager to begin. They are so confident of their ability to produce the object, and have no thought of failure. As the minutes go by, and we watch their efforts, and note the progress of this one, and that, the lesson has a wide moral significance for us.

I know of no more interesting sight than such a lesson af-

ter. The room is silent, every small mind intent upon its own effort, the fingers working simultaneously. It requires much patience and perseverance, and many helpful and encouraging suggestions on the part of the teacher to stimulate their efforts. She sees this one and that becoming discouraged because the standard cannot be reached, and she assists here, and offers a suggestion there, which gives them confidence in themselves. It is the doing that counts, and so she helps them along step by step.

As the lesson proceeds, frequent comparisons take place between the children's work and the model, each one noting points in which his work can be improved and then bending his efforts in that direction.

Shall we scan for a moment the result of the exercise? But we must not expect perfection, else we shall be disappointed. Some of the work is very far short of reaching the standard. Many have failed in producing the proportion of the object, some are too tall, others too short, and many lack the beauty of form and outline. But do not let us be too critical of results. Does not the effort count for something, and has not the lesson laid a foundation for something beyond?

Ruskin says, "As long as men work as men, putting their heart into what they do, and doing their best, it matters not how bad workmen they be, there will be that in the handling which is above all price."

But, there is another side to the picture.

We enter another room. The noise of the children reaches us before we have barely crossed the threshold. Here, also, a molding lesson is in progress. These children evidently mistake the purpose of such a lesson (perhaps also the teacher) looking upon it as a means of entertainment, rather than for instruction.

Some are seemingly at work, others appear to be playing with the clay, or ridiculing the efforts of their classmates. The teacher is at her desk, evidently engaged upon some other matter. We notice the absence of any form or model upon the desk of the pupil, but we try to hope that the object of the lesson is to develop the imagination of the child to stimulate some previous thought. We make inquiry of the teacher to that effect. But alas, her reply, given in a vague, indifferent manner, shows that she lacks all comprehension of the subject and its possibilities. Her reply is, "that the children like to play with the clay, and so she lets them make anything they like." Yes, and the result indicates the lawlessness of the freedom, granted. It shows various productions and lacks all evidence of thought and application.

But where does the fault lie?

Is it not the outcome of incompetent and inexperienced teaching? And is it not just such exhibitions as this last which calls forth a criticism of the subject of clay-modeling? Do we not every day see enough *bad teaching* of other subjects to wholly condemn them if we were so inclined? Shall we strike them from the curriculum as being worthless?

We need no argument for clay-modeling, but what we do

Clay-Modeling in Elementary Schools.*

It would be of great advantage if clay-modeling would be a part of all instruction in every grade of school work. That it is as much a necessity in the study of form as a map is in the study of geography is now pretty generally conceded by educators who have investigated the subject. Moreover, in the study of design and historic ornament it would be of infinite value, giving the

*Extracts from a paper by Miss Amy C. Reddall, of Brooklyn, read before the recent meeting of the New York State Art Teachers' Association.

want is more of it in every department of art education, that it will be one of the means to an end, putting the subject of art education in public education upon the broadest possible basis.

Sloyd in a School for the Deaf.

By IDA H. ADAMS.

There are certain fundamental principles necessary to be understood by the teacher in order to fully realize the purposes and plan of sloyd.

First, the exercises, not the models, characterize the system.

Second, the exercises must be progressive, advancing in difficulty, in the use of new tools, and in drawing.

Third, these exercises should be of such a character as to interest the child, and to that end

Fourth, the exercises should result in objects of practical use, and, if possible, of beauty.

In the Horace Mann school for the deaf the pupils first make a series of ten exceedingly elementary models which nevertheless fulfil all the conditions enumerated above. These consist of a writing tablet, a cutting-board, a shelf, a corner bracket, a foot-stool, a simple box, a bread-board, another shelf, but prettier and more difficult than the first one, a picture-frame and a paper-knife.

A correct model is given to the child; of this he makes a drawing, sometimes of full size, sometimes to a scale. The exercises taught and the tools used follow in about this order:—sawing, with a cross-cut saw and a splitting saw; planing, using a jack plane with the grain and a block plane against the grain; filing, with a flat file; boring, using a center bit and bit brace; then comes a turning saw used in sawing curved lines; hammer and brads follow in putting the box together; more boring; but with a drill bit; filing with a half round file and a round file complete the list. At every stage the try-square and rule are constantly used to test the work.

When this preliminary course has been completed the regular sloyd models are taken in hand. These include some beautiful objects decorated with carving. One feels, in looking at these simple carvings, that here is the beginning of an art in which handi-craft must ever triumph over machine-made things, for, like painting and sculpture, it expresses individual thought and genius.

After the regular session of the school, sloyd lessons are given from two to four o'clock. It is the rule to find the boys and girls pleased and happy to take their places for two hours extra work.

John S. Dwight's lines,

"Rest is not quitting this busy career,
Rest is the fitting of self to one's sphere."

were written of a truth about sloyd.

One Thursday afternoon interest led me to visit the sloyd class in our school. Two cheerful, sunny rooms in the basement connected by a wide window-like opening, are fitted up with all things needful to do the work.

Here are eight benches supplied with tools; there, a cabinet with sliding glass doors behind which the models hang in rows from the first to the last; under it shelves divided into pigeon-holes to hold the pupils' incomplete work, draped with a curtain of dark red canton flannel which sets off the pretty models above in fine style; beyond, in the other room, are desks covered with more of the red cloth, at which the pupils sit to draw and to recite lessons.

Upon a low platform stands the teacher's bench covered with orderly rows of tools. Since the pupils are deaf children, they need to be carefully taught the names of things, and it is an interesting sight to watch them catch from the teacher's lips the name of the tool he mentions, point it out, and find its name on a chart fastened on the wall, then in their turn name the tool themselves when it is shown to them. While their speech is somewhat imperfect, yet it is speech and therefore full of promise and hope for the future.

Albert has finished his drawing of the picture frame and his teacher tells him to get some wood. He goes to the closet where the long boards are kept and comes back to report "nothing there." The teacher, true to the star principle of Froebel's system, *self-activity*, allows him to exercise his own judgment, which leads him to think and act for himself rather than in obedience to commands from without, until at last he finds a suitable piece and proceeds to saw and plane in a manly fashion.

My James works with great energy at a hard bit of sawing across a wide board until the color flushes his cheeks and the perspiration bedews his forehead. The look of triumph and delight when his task is ended shows us that he finds the difficulties overcome a source of pleasure.

The large boys standing at a high shelf which runs across the back of the room in front of the windows there, look up from their carving as the little fellow's board goes clattering down and smile in sympathy at his success.

Carl must leave early to get a train. To see him brush off his bench, put his tools in their proper places, fold up his apron, and put away his work, testifies to the order and exactness which are so habitual now they are an essential part of his nature.

The teacher's eye is everywhere, his guiding hand constantly felt, his words urging to renewed effort, his support supplied as a last resort when the pupils' own efforts are fruitless; yet they seem to work, they do work, independently of him, rely on their own powers, and learn through their own mistakes.

The kindergarten principles applied to children of a larger growth, with tools and wood as material, result in the best of kindergarten work, character development.

Live Geography.

By CHARLES F. KING.

JOURNEYS.

The term standing at the head of this article is used to designate a method of teaching the subject which develops among the pupils life, interest, pleasure, and a longing for more of the same kind, in contrast to the spiritless, unprofitable, dull, stupid, and deathlike method of the slavish follower of the text-book. The text-book-drilled class usually dislike the subject and show their feelings in their looks.

There are many ways of making geography interesting and full of life. At this time we propose to consider only one method, the use of *journeys*, real or imaginary. The best way to learn the geography of a country is to travel through it. Geographical knowledge cannot be put in a more attractive form or in a way to be remembered better than to be presented by means of tours, imaginary or real.

A real trip from the school to some point of interest in the town or city, as the river, hill, cemetery, bridge, falls, town house, or principal hall, should preface the journey study. The class may go with the teacher in a body, in school time, after school, or Saturday, or they may go individually; they may be so familiar with the route as to recall it all in imagination. The teacher should give them on the blackboard a simple outline as a guide. The following may serve:

A LOCAL JOURNEY.

1. The time (season, month, and day).
2. The route going.
3. Scenes on the way.
4. The place reached described.
5. The return by another route.
6. Incidents.
7. Comparisons.
8. How enjoyed.
9. A map of the routes.

The teacher should encourage a free and easy description of this trip, and at the same time insist on accuracy in reference to important facts. The geography should be considered more important than the language in which it is expressed.

A journey may next be taken to a more distant point to which a portion of the class have been. The facts may be profitably furnished by those who have been there in oral replies to questions asked by the teacher or by following the above list of topics. The telling and writing out of this account would probably occupy the class with profit for two or three recitation periods. The third trip might be made in imagination to a point of interest in a neighboring state. In this journey the pupils should learn about the railroads, the shortest routes, the fare, time tables, fast and slow trains, distances, objects of interest historical or present, views from the car windows in relation to surface of land, vegetation, water, etc.



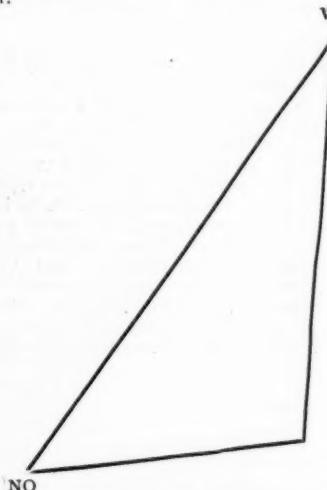
After this practice the class are ready to undertake a longer and more fascinating ride, from one part of the country to the other side, or from our own land to foreign parts. The United States offers a most attractive field for such study. Several long journeys have been quite fully described in the various numbers of the *Picturesque Geographical Readers*, where a party moves from one section of this country to another and relate their adventures. Every teacher can call in the help of romance and story, poetry, and legend to add to the increasing interest. For special help to the teacher or pupil in preparing such a journey we recommend Baedeker's "United States," published by Charles Scribner's Sons, New York, and the "Travelers' Official Guide," published by National Railway Pub. Company, 24 Park Place, New York city. The first named book is prepared in the same style as the well-known books on European countries. It gives its information in the form of journeys, is very full and accurate in facts, and has many maps, but no pictures. The second book is a railroad guide, issued every month, costing 50 cents, and containing maps of all the great railroads. These two books with the regular text-book will supply ample material for school-room journeying. Histories and books of travel, articles in newspapers and magazines, will afford rich side lights to the enthusiastic student. Even better than these will be found the actual experience of the teacher, or some parent or friend.

To help geographical teachers in starting on this delightful method of instruction, we give below the material gathered from a recent real journey through the Southern states. These facts can be read to the class, and each member can weave it into an account of a personal trip, alone, with a brother or sister, parents or friends. If properly conducted by the teacher, there can be no question in reference to the pleasure awakened, and the interest excited in the class. The writer speaks from personal experience in his own school.

A TRIP THROUGH THE SOUTHERN STATES.

Directions to the teacher.—Make the pupils do as much of the work as possible. The more they do the better for them. Use freely the maps in the text-books, wall maps, and globes. The route should be drawn on an outline map of the Southern and Atlantic states. Pictures should be used as fully as possible. Excellent pictures will be found in the following publications: *Harper's Monthly*, for January, 1895, 1893, and February, 1895, June and November, 1893; *Forum*, January, 1895; *New England Magazine*, November, 1891; *Richmond*, published by A. Witterman, 60 Reade street, New York (price, 50c). *Illustrated New Orleans Guide*, published by F. F. Hansell & Bro., 126 Canal street (price, 50c). *Standard Guide of St. Augustine*, published by C. B. Reynolds, 318 Broadway, New York (price, 25c). *Lippincott's Gazetteer*. *Encyclopedias*.

Route.—Draw an irregular triangle. Make Washington the apex, New Orleans, La., one corner, and Jacksonville, Fla., the other corner.



The longest side of the triangle represents a line not far from the Blue Ridge mountains, the base line skirts the Gulf of Mexico, a third coincides with the coast of the Atlantic. The distance round the triangle with certain modifications, spoken of later, is about 3,000 miles. Throughout most of the two sides of this route the land is very level, frequently low and marshy; and the forests have been cut, or are now being leveled by the negro's axe. The scenery as a whole is very monotonous, and far from interesting in January.

On the Blue Ridge side of the triangle hilly and even mountainous sections are frequently seen. The map showing the route, or any good geography, will clearly indicate the position of these elevations. Before reaching Asheville the route crosses the Blue Ridge, passing around Mt. Mitchell, the highest peak in the United States east of the Rockies. The railroad is less than 30

miles, ascends 900 feet. To do this it passes through numerous deep cuttings, seven long tunnels, and over bridges, and round long loops. At one point four sections of the line lie perpendicularly one above the other.

Other interesting points in reference to the route will be given in connection with the next subject.

Places visited.—The important cities and towns visited named in order are Washington, D. C., Asheville, N. C., Chattanooga, Tenn., Atlanta, Ga., New Orleans, La., Jacksonville, Fla., St. Augustine, Fla., Savannah, Ga., Charleston, S. C., Columbia, S. C., Richmond, Va. Each of these places has an interesting individuality. Washington is the capital of the nation; here the president and his cabinet live, Congress holds its sessions, and representatives from foreign courts reside. There are here so many large public buildings, fine residences, wide avenues, numerous squares, that visitors agree in calling Washington the most beautiful city in the country. Asheville is situated on a plateau, 2,000 feet above the sea, surrounded by hills and high mountains 4,000 feet higher. The air is dry and bracing, and the scenery so beautiful, and the temperature so even, that the section is called "the land of the sky," and Northern visitors go there in winter, and Southern people in summer. One of the large hotels stands upon an elevation in the center of the town, and commands so complete a view, in every direction of valleys, hills, and mountains, that there is no choice in the rooms, for each one has a satisfactory outlook. The Appalachian mountains extend much farther in all directions than they are usually represented on school text-book maps. They are higher in the vicinity of Asheville than any mountain peaks in this country to the east of them, they are varied and beautiful in appearance, and owing to the milder climate have trees growing even on their rounded summits.



CHATTANOOGA, TENN.

Chattanooga is reached from Asheville by riding down the lovely French Broad valley, across the Alleghany mountains, into the valley of East Tennessee. Chattanooga is a growing place, between lofty mountains, on a peninsula formed by the ever winding Tennessee river. The city owes its prosperity to its historical renown, its natural gateway to the south, and its rich mines of iron and coal, and forests of timber found in the vicinity.

The valley is not narrow here but wide, and three miles from the center of the city rises bold and clear the bristling face of Lookout mountain, where the famous battle "among the clouds" took place in 1863. The top of the mountain is 1,600 feet above the river at its feet, and yet soldiers scaled its beetling crags in the face of the enemy's fierce fire.

(To be Continued.)

Charles F. King, whose initial article of a series on "Live Geography" is given above, is the author of *Methods and Aids in Geography*, a book of great value to teachers, and *Picturesque Geographical Readers*, a finely illustrated series of supplementary reading books in which a party of children are conducted through various cities and regions of interest and have the sights they witness explained to them. These books by Mr. King are published by Lee & Shepard, Boston. The view of Chattanooga in the article, by permission of the publishers, is taken from the fourth book of the "Picturesque" series.

"I have read the paper THE JOURNAL for the last seven or eight years, more carefully and more regularly than any other school paper. I believe it is constantly growing stronger and better."

W. H. TRUESDALE, Supt. Schools.

Geneva, N. Y.

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Home-made Apparatus. V.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

PHYSICAL APPARATUS.

No. 28. Apparatus to Demonstrate that the Volume of a Gas Varies Inversely as the Pressure upon it.—A glass tube, whose inside diameter is one-quarter of an inch, and whose length is about fifty-two inches, is closed at the end *a* (figure 39), and is bent so that *ab* is 3 inches, *bc* is 2 inches, *cd* is 34 inches, *de* is 2 inches, and *ef* is about 11 inches long. The end *f* is left open.

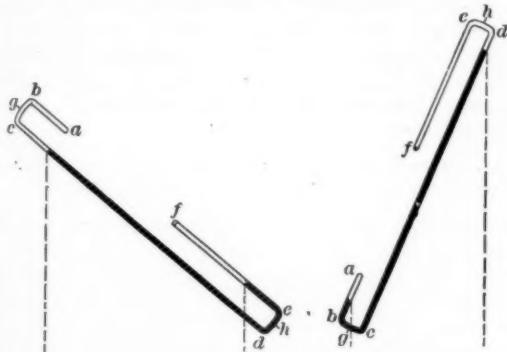


FIG. 39.

The tube is fastened to a strip of board to protect it from injury. Mercury is put into the tube so that the column when horizontal extends from *g* to *h*. In handling mercury we use a dropper-tube such as is illustrated in figure 6.

To find volumes corresponding to pressure greater than an atmosphere the end *h* of the apparatus is raised to various positions and the vertical height above the table of the mercury column in each arm is measured.

To find volumes corresponding to pressure less than an atmosphere, the end *g* is raised and measurements taken as above.

Cost.—Glass tubing..... 18 cents
Mercury..... 35 cents

53 cents

No. 29. Apparatus to Show a Fountain Caused by Atmospheric Pressure and a Fountain Caused by Compressed Air.—It consists of a 16-ounce narrow-mouthed

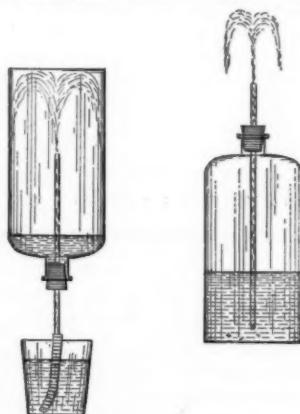


FIG. 40.

bottle, a No. 1 rubber stopper, a piece of glass tubing nine inches long, nearly closed at one end, a short piece of rubber tubing, and a tumbler. Either the lungs of the operator or the air-pump mentioned in No. IV. may be used to rarefy or condense the air in the bottle, and thumb and finger applied to the rubber tubing serve as a stop-cock.

Problems as to what this apparatus would do if taken up in a balloon or down in a coal mine are of interest, also its relation to air-guns, spouting oil-wells, "soda-water fountains," "syphon" bottles, etc.

Cost.—Rubber stopper No. 1 from apparatus No. 7.
Rubber tubing from apparatus No. 8.
Tumbler from apparatus No. 12.
16-oz. narrow-mouthed bottle..... 5 cents
Glass tube..... 1 cent

6 cents

No. 30. Barometer.—A glass tube, having an inside diameter about three-sixteenths of an inch and a length about forty-three inches, is closed at one end in the flame, and bent so that the long arm is about thirty-five inches and the short arm about six inches. The end of the short arm is left open. Mercury is introduced by a dropper tube, three or four inches at a time, and boiled by passing the barometer tube back and forth through a flame each time a charge of mercury is added. The tube is fastened to a board-back for protection, and a scale is attached by which one may readily read the length of the long and short arms of the mercury columns, measured from a small shelf at the bottom of the board. The length of the short arm subtracted from the length of the long arm gives the



FIG. 41.

NAME OF OBSERVER.	COMPARISON OF THE BAROMETER AND THE WEATHER, 3 P.M.									
	Oct. 1	Oct. 2	Oct. 3	Oct. 4	Oct. 5	Oct. 6	Oct. 7	Oct. 8	Oct. 9	Oct. 10
Willie	32.0	32.5	33.0	33.5	34.0	34.5	35.0	35.5	36.0	36.5
Graves										
Frank										
Clark										
Rose										
Willis										
Mildred										
Forrester										
John										
Emerson										
Raymond										
Dance										
Fanny										
Davis										
Ralph										
Goodell										
Edith										
Sammons										

height of the mercury column, which is balanced by atmospheric pressure.

Cost.—Glass tubing..... 7 cents
Mercury..... 25 cents

32 cents

The records given herewith are samples of such as were kept upon this barometer by a primary class of the third grade (third year in school). The teacher instructed one pupil how to take the observations and record them, and the next day this pupil, at the appointed time (close of the session), instructed a second pupil to do the same, who, in turn, upon the following day, instructed a third pupil, and so on. The teacher obtained from the evening paper a report for the same hour, and recorded it the next morning.

Editorial Notes.

Many teachers seem to forget that children do not concern themselves much about the future, and hence cannot see the need of making provisions to supply the wants that may come with it. The work of the present and the memories of the past absorb all their interests and otherwise they observe the injunction, "Take therefore no thought for the morrow; for the morrow shall take thought for the things of itself. Sufficient unto the day is the evil thereof." It is important that educators should bear this in mind. The children must be given opportunities and proper direction to make practical application of the knowledge they have acquired. To tell them that they will be glad some day to have paid close attention to a certain subject is of no avail. The feeling that he is constantly learning to *do* something new is what keeps up his interest. A lesson that does not arouse self-activity and set it to work at some new problem is incomplete. *From knowing to doing* is a good maxim to adopt. Knowledge is not a power in itself, its value lies in its proper application, and this application does not, as a rule, suggest itself to the child; it must be taught.

"Why don't you apply a little common sense?" said a college professor of mathematics to a dull pupil. "I didn't know common sense had anything to do with arithmetic," replied the youth. How many of our common school pupils are taught to study with common sense? How many are taught that school subjects are the subjects of every-day life, and require the same sort of thinking that goes into play and errand-doing? Is not the tendency to disassociate arithmetic, for instance, from everything in which it has its existence and for which it is studied—grammar from language as used from the cradle to the grave, etc., etc., etc.? In teaching for ultimate instead of present purposes, do we not disintegrate the mind and separate powers from their functions?

A city superintendent said to us not long ago, "While we have such teachers we can have no great improvement in the system." We asked in return, "Have you tried the effect of rousing the teachers?" "Nothing there to rouse," said he, and changed the subject. We don't believe it. Every one of those teachers has a soul and there is no soul that cannot be aroused on the subject of education.

Leading Events of the Week.

The American merchant ship *Allianca* was fired upon by a Spanish ship while passing near the east end of Cuba. Secretary Gresham immediately communicated with the American minister in Madrid instructing him to demand an apology. The Spanish government disavowed the act of their captain and assured Secretary Gresham that the matter would be investigated.

Li Hung Chang has been sent as peace commissioner to Japan. He is instructed to concede the demand for territory and war indemnity. The emperor and empress dowager upbraided him bitterly for not informing them of the deplorable condition of the empire and warned him not to return if his mission is not successful.

Race riot in New Orleans in which five men are killed and a dozen wounded; an officer of a British steamship mortally wounded and Ambassador Pauncelote appealed to for redress.—Ex-Queen Liliuokalani, of Hawaii, sentenced to five years imprisonment by the court.—Woman suffrage defeated in Nova Scotia.

—A large French force to invade Madagascar.—Murad, the ex-sultan of Turkey, threatens rebellion.—The British minister in Lisbon has succeeded in re-establishing friendly relations between Portugal and Brazil.—The Italian government demands satisfaction for the killing of Italians by a mob at Walsenburg, Col.—The Sagasta cabinet in Spain resigns and Gen. Campos is at the helm.—Great preparations making for the celebration of Bismarck's birthday.

A Western school superintendent visited THE JOURNAL office a few days ago. Speaking of the causes that had contributed to the rapid growth of his town he said, "Our best advertisement has been the high rank of our public schools." Here is a lesson for town "boomers." A fine town hall, a bank, a factory, a trolley line, a hospital, a newspaper, and a dozen saloons may attract some people, but desirable citizens are looking for stronger inducements, and good educational facilities stand foremost among them. It pays in more than one way to be liberal in providing for the schools.

A newspaper heads a long report of a school board meeting, "They simply talked." Very suggestive, indeed!

One of the best things said by Dr. Nicholas Murray Butler in attacking the report of Dr. Harris on "Correlation of Studies" (with the "correlation" left out) at the Cleveland meeting was this: "You have offered us a system founded by the philosopher and forced upon the child; what we want is a system founded upon the child and forced upon the philosopher." Bravo! The platform of new education was never more pointedly stated.

A little school girl of Superior, Wis., a few days ago surprised her teacher with the opinion that "Boston is celebrated for being near the residence of Longfellow."

The National Council of Women at its recent triennial meeting in Washington adopted several sound resolutions on education. It asks that women as well as men be placed on all school boards of the nation; earnestly favors the establishment of a national university at the national capital for graduate study; indorses scientific temperance education; and requests the school boards of the United States to adopt the kindergarten method and manual training. Its opposition to military training in the schools appears somewhat premature. The subject has not yet been sufficiently and all-sidedly discussed and "suspense of judgment" would have seemed wiser.

It is hoped that the educational awakening of Detroit, Mich., will result in the election of school inspectors of honesty, intelligence, and progressive ideas, and possessing a deep interest in the schools. The *Free Press* of that city, writes:

"The fault which has aroused just indignation is not in the present system, but rests with those in certain wards who select incompetent and unworthy inspectors. With a view to correcting this defect men of the highest qualifications and standing are being induced to serve upon the board, provided they are elected."

Let the fathers and mothers forget politics for a while and think only of the best interests of their children.

In Dr. Darwin G. Eaton, who died last Sunday night at his home in New York city, at the age of seventy two, the teaching profession has lost an earnest, devoted, faithful worker and warm friend. He was one of the few remaining pupils of the immortal David P. Page, whose inspiring enthusiasm for the cause of education breathed a new spirit into school life. Dr. Eaton was born in Chautauqua county, N. Y. At the age of eighteen he began teaching. In the spring of 1845 he entered the state normal school at Albany, then only a few months old, to perfect himself in his chosen calling. He was graduated from this school the following year, but remained there as teacher of physiology until July, 1851, when he accepted a professorship in the Brooklyn female academy, which later became the Packer collegiate institute. He resigned from that position in 1883 owing to ill health. He took a deep interest in the study of astronomy, and gave much time also to the study of volcanoes. He occupied a high position among educators and scientists. He leaves a widow.

Editorial Correspondence. III.

The temperature this noon is 85° ; in the evening it will be 70° ; if a north wind blows it will be 60° , possibly 50° . There are residents here who insist that the summer is pleasanter than the winter; during the entire day a breeze blows steadily. The main objection is to the length of the summer; it begins in April, and lasts until December.

Lake Worth is about 25 miles long; it is to be connected with the Indian river to the north, and Biscayne bay on the south by canals, and finally a waterway parallel to the east coast will be formed from St. Augustine to Cape Sable, in which naphtha launches and yachts may move almost to Key West. This will make this part of the country a great resort in the winter time.

I have just met a party that expressed disappointment in Florida; they expected to find handsome houses and the door yards filled with flowers; they find crudeness, and an unfinished state of things, few flowers, and an appearance indicating a lack of means. I knew without inquiry this must be the first visit of the party. The effect of the first visit is always disappointing; it is only after repeated visits that the value of the climate is appreciated, and this is what now and forever will render Florida attractive. This country is to the north, in the winter, what upper Michigan and the Adirondack region is in the summer.

I meet teachers who have come here from all parts of the country—and they are not teaching school; that is not a paying occupation. One woman gave me her experience and it will answer for that of many. She came to teach, but opened a boarding house instead, and kept it as only a Northern woman could. The result was that every room was filled and they stay filled. The plan usually followed is to hire negro cooks and then disappointment follows, for they have not learned the Northern style. The Southern style is to fry all meats, boil the coffee long and hard; the food is not served in courses, your plate is surrounded by seven or eight other dishes containing fish, sweet potatoes, white potatoes, hominy, beef, fritters, canned tomatoes or peas. This plan is followed for each of the three meals; of course it is easy to sustain a large chicken yard, for the waste is great.

The teacher who comes here competent to run a good boarding house is sure to succeed, if a suitable place be chosen. One such I have in mind who rented a small house, then bought it, enlarged it, surrounded it with orange and lemon trees whose fragrance loads the air; planted roses in abundance and added to her first purchase until she owns a half block. Cooking is mainly done here by gasoline stoves, so that one who is skilful may make light labor of it. Having made a success of keeping a boarding house the orange grove may next be tried.

I do not advise any one who is not able to work and able to wait to undertake the raising of oranges. It demands considerable capital, much hard work, and about ten years of time before returns come in. To be at a distance from a railroad station is almost fatal. If a person must raise oranges let him buy a grove some one else wants to abandon; there are plenty of these. The stories told by those who come here to raise oranges are often most pathetic; the obstacles to be overcome are so many and so continuous that one wonders how success was achieved. At all events, I urge all to come first and buy, if they do, *after* inspection. Those who buy first are always sorry.

The "freeze" which has just occurred has hurt the tropical fruits greatly, but one such may not occur again for forty years. That should not discourage one who has begun in Florida or who thinks of beginning. Those who come here to live permanently must plan to go up North once in three or four years, during the summer; not that it is unhealthy during the summer, but because of the length of the summer, as I have explained above. As to the health of Florida, generally, I think from much inquiry I can speak very favorably. The vegetation is rank during the summer, and in some points there is ague; this more especially near the dense hammocks; the pine woods which cover most of the state are reported as very healthful. Most persons pass through some form of acclimatization during the second year. One teacher told me that it took the form of a fine rash, which existed for the summer, and a change followed and she started out in a career of vigorous health.

I have passed through gardens this morning in which celery, lettuce, peas, cabbage, beets, and onions abounded; tomatoes have also abounded at this season, but the "freeze" prevents their appearance until later. The ocean shore here is magnificent; nowhere in the South is there such a splendid blue. The temperature of the water is about 74° and numerous bathers are enjoying it; in fact, they bathe here all winter long. There is a large pool surrounded by buildings in which bathing is daily carried on. On certain days a band discourses fine music. It is this close proximity to the ocean that renders Lake Worth so attractive—next to the tropical climate; the houses front on the lake; you walk through paths a half mile long and are on the grand ocean beach.

There are probably fifty naphtha launches on this lake, a hundred sail boats, a dozen small and three large steamers. On the west shore a small town has sprung up with ice manufactory, etc. West of us are the vast Everglades. These tracts have been very little explored, and but little is known except by hunters who

are bold enough to attempt to tread these intricacies of land and water. I was much impressed by the tales told by one of these:

"Several years ago, when deer and bear were plenty, two of us started off west with a supply of provisions for two weeks. Landing in a pine grove we traveled west, selected a point and built a cabin and began to look for bear. Starting from this point we trekked mainly west and southwest for three days; then we lost our bearings and could not tell whether our cabin was north, south, east, or west. I wanted to go northeast; Frank wanted to go northwest; it would not do to separate, and so I gave up to him. Three days we wandered over plains of sand covered with low palmetto, around interminable bodies of water, rousing millions of ducks, finding tracks of bear and deer—finding where the deer had been killed by panthers; but finding no signs of the pine woods we had built our cabin in. It was important to reach this, as our boat lay there as well as our provisions and supply of ammunition. Nor could we be sure we were beside the same body of water; the country is so level that no landmarks exist except such as are blazed on trees and these are few; we saw none. We became desperate and determined to go eastward as best we could. We pushed a fallen pine tree into the water and managed to get across one lake in spite of the alligators; then we undertook another and another and after a week of desperate struggle reached the east coast nearly a hundred miles below where we started. On arriving home we went after our boat and supplies and found them all right. Our mistake was to leave the trails made by hunters; the untraveled Everglades is a bewildering wilderness."

I am awakened every morning by a vast flock of crows that have no fear of man; the law forbids killing them, as they are exceedingly valuable as scavengers. They watch the feeding of the chickens and don't hesitate to help themselves, making much talk about it. The one who gets a large piece is promptly pursued by others. A Populist who has witnessed this performance insists this is a lesson for those who could run our government aright.

A. M. K.

Palm Beach, Florida.

Connecticut State Council of Education.

Teachers' meetings in Connecticut usually draw a large attendance, the only exception so far being the State Art teachers' session a few years ago which did not attract enough people to call an association into being. The meeting of the State Council of Education at the Boardman manual training school, New Haven, on March 9, brought together a large number of teachers of the high schools, normal schools, and private college preparatory schools of the state. Principal W. F. Gordy, of Hartford, presided and Mr. G. P. Phenix, of the Willimantic normal school, acted as secretary. Two of the old Bay State's educational leaders, Supt. S. T. Sutton, of Brookline, and Supt. Thomas M. Balliet, of Springfield, were the principal speakers.

Supt. Sutton opened the discussion of the topic "Enrichment of the School Course." He said in part:

"The true enrichment of the course of study takes into account the nurture and education that are necessary. It considers habits, conduct, ambition, and motives and so recognizes moral culture as the central aim. All true enrichment must begin at the bottom and work upwards. No better type of early enrichment can be found than is seen in the kindergarten. Child life is here seen at its best. It is rich, full, varied. Pleasure and creative activity are wedded together. Nurture and training go hand in hand. To continue what is found here in the grades above is logical and right. If kindergartens are wanting, then these same germs are to be planted in the primary schools. The beautiful myths, legends, and stories told in the kindergarten are to be continued until they shade off into pioneer stories, and the reading of history and literature. Song singing both delights and feeds the soul of the child. I protest against sacrificing this means of culture in the interest of technical methods. The study of flowers, birds, insects, the sun, rain, frost, dew, etc., etc., lead naturally to experimental science. There should be no break here."

Mr. Joseph A. Graves, of Hartford, and Mr. N. L. Bishop, of Norwich, spoke on the same subject. Mr. Graves urged that the work of the grammar school must be considered distinctive in itself, and kept separate from the high school.

Supt. Balliet spoke on the "Co ordination of Studies."

He held that reading, writing, spelling, and composition ought not to be taught as separate branches, but in connection with the thought studies. A child will learn to read more quickly if he reads on geography, biography, history, natural history, and entire pieces of good literature, than if he reads a series of school readers, the subject matter in which has no direct connection with the other studies of the course. Composition writing ought to be a daily exercise, and all the subjects ought to be taken from the thought studies. In this way, composition work should serve constantly as a review of the other studies, and as a drill upon them. Spelling is mainly confined to writing with pen and typewriter, and is, therefore, a matter for the muscles of the hand and the nerve centers controlling them. It ought to be learned in connection with composition, and should not be taught as a separate branch.

Dr. Elmore C. Hine, professor of physiology at Girard college, who died recently at Atlantic City, at the age of 59, was a native of Middlebury, Conn. He was graduated at the Connecticut State normal school in 1856 and from Yale medical school in 1861. He became professor at Girard in 1880.



Gustaf Larsson.

Mr. Larsson, the principal of the Rice manual training school, was born and reared in the province of Westergötland, Sweden, where the simple homely life was free from artificial restraints. Here he learned to know the ways of nature, and to struggle sturdily for whatever he wanted to obtain. It is an interesting fact that all the equipments and implements of his home were made by hand-fashioned with pains and care, and often with great skill.

From early childhood his chief delight was to make things of wood. But with farm tasks and school studies his desire to use tools was never satisfied until he was eighteen years old, when he was sent to a sloyd school. Here he was in his element, giving concrete expression to the thoughts that filled his mind.

At the Nääs seminary (then a regular normal school), he won, later on, high regard for himself as a student, and afterward became a teacher there. Herr Salomon, the well-known principal of that school and father of the famous Nääs course of sloyd, describes him as "One who is well able to apply our system," and "His work is an honor to Sweden."

As an educator, however, his best work has been done in America and for American children. In 1888 he came to this country and began an experiment which has resulted in convincing large numbers of teachers who have thoroughly investigated the matter, that sloyd is a necessity in American education. This experiment has been supported from the beginning by Mrs. Quincy A. Shaw, and to her enlightened generosity the country owes the Boston sloyd training school which gives free instruction to all teachers possessing the necessary qualifications, and which has sent its graduates to all parts of the country to teach sloyd.

A stranger to this country and unfamiliar with its language, it was no easy matter for Mr. Larsson to put the principles of sloyd into a form available for American schools. He was impressed from the first and often baffled by the restlessness, the haste to secure without proportionate thought and pains, the impatience to labor for any end that cannot be speedily realized, the exaltation of acuteness, smartness, and qualities tending to precocity, over the powers of reflection and patient execution. But conscious in every fiber of his being that what was best in his own life, and in that of every man, is due to earnest struggle and real pains in connection with that which is dear to the heart and affections, he persisted until he succeeded in placing before American children, objects which stimulate them to exercise thoughtfulness and perseverance (qualities they so much need), in overcoming difficulties to secure a good end. That the objects chosen are simple and durable, true to beauty in form and proportion, and for use in the home, it is hardly necessary to add.

Mr. Larsson's models are in use in many of the Boston schools, and in other Massachusetts schools. Indeed the board of education of that state has mentioned only these in its "Course of Studies for Elementary Schools." They are in use in many normal schools and in various reformatories. In the latter institutions the moral value of sloyd is clearly demonstrated.

In his models, and in the spirit and work of the teachers he has trained and inspired are the best evidences of Mr. Larsson's work as an educator. He has not published much. A work issued by Messrs. E. L. Kellogg & Co. contains working drawings of his models, and there is now in the press of the same publishers a book on simple wood carving, which will be invaluable to those who want to practice it without a teacher. The Boston sloyd training school also publishes in pamphlet form some of his articles on sloyd and his charts, which often show the careful progression of the course.

One of the best addresses delivered before the recent meeting of the National Council of Women was that of Mrs. Louisa Parsons Hopkins, of Boston. Her subject was "Women as Directors in Education." Speaking of the contributions of New England women to educational progress she said:

"For true pioneers in the modern movement for advanced education for women and educational directorship we must accord the honors to three or four New England women. Mrs. Emma Wilard, Miss Z. P. Grant, Miss Mary Lyon and Miss Catherine Beecher were contemporaries in this great work and illustrate the historical fact that a great idea on coming into the world speaks at once through various sources and channels.

"Among those who were earliest called to official positions as educators in Massachusetts the names of Miss May and Miss Crocker have become most widely recognized, the first as a member of the state board of education, the latter as one of the board of supervisors for the Boston schools. Each was the first woman to hold such a place, and, I think, the first in the country appointed or elected as the only woman on a board otherwise of men for the direction of educational affairs of the state or city. Each had a most successful and honorable career and demonstrated her abundant fitness for such responsibilities.

"Many associations of women have accomplished a lasting work in the direction of educational courses and principles. Among them we may name the Woman's education association of Boston, which has fostered natural science study in the public schools, maintained scholarships in the Marine biological laboratory, supported the teacher's school of science and founded fellowships for women in foreign universities; also the society of the collegiate education of women and the home study association directed for years by Miss Ticknor, as well as some national organizations of earlier date, besides many widely influential societies and guilds in other countries."

Supt. Robinson, of Detroit, has done a most laudable thing in securing a free professional library for his teachers. The foolish attacks of the *News* of that city will have no weight with intelligent people, and are rather a high endorsement of his progressiveness. The *News* says:

"The teachers of the schools profit by their own improvement in teaching ability, and the city does not owe it to them to continue training them as they go along. If they do not train themselves and keep up with their profession voluntarily, it is a very simple matter to release them from the duties of teaching at the end of any term."

Who gets the benefit of the teachers' advancement in professional knowledge and skill? The *News* should find out also how many teachers were ever "released" in Detroit because they did not "keep up with their profession."

Here the *News* shows what it knows about education; it sounds like a voice from the ruins of medieval scholasticism:

"The whole business is part of a tendency of the present superintendent to surround the profession of teaching with an air of scientific mystery, making a very simple business appear to be a most intricate profession. The very best teachers have been those who made least pretense about the scientific nature of their work, and who, so far from treating the 6 or 7-year-old youngster as a kind of analytical wonder, have been content with making the children commit to memory the things that later on may become the subject matter of their analytical faculties."

The state university of Missouri will give its fourth annual "teachers' course," April 1 to June 1. The course will be free to all Missouri teachers. Accommodations for 300 teachers will be provided. All libraries, laboratories, museums, and observatories will be open to teachers free. As it will not be necessary to purchase new books—any standard text-books can be used—the only expense will be traveling expenses and board, which can be had from \$1.75 for board in clubs up to \$4 for board in private families. The course this year contains several new features, one of the most important being the series of evening lectures on pedagogical subjects, which will be given by prominent educators. The first will be given by Dr. J. M. Rice, of New York, on "How to Acquire the Art of Teaching," on April 3; Supt. J. M. White, of Carthage, Mo., will lecture on "Organic Instruction," on April 17; and State Supt. John R. Kirk, on "Learning to Do by Doing," on May 1. Other lectures will soon be announced.

The "teachers' course" was inaugurated in 1891 by Professor J. P. Blanton who in that year, left the presidency of the state normal at Kirksville to become dean of the normal department of the university. Prof. Blanton had been teaching in Missouri ever since he was graduated from the University of Virginia, and has an extensive acquaintance with the teachers of the state. Realizing that the teachers would be the best possible medium through which to extend the patronage and usefulness of the university, he persuaded the professors of the normal department to give their services for the additional special course which promises to become a permanent feature of the university's work.

The *Tribune*, of Bay City, Mich., owes an apology to Supt. Stewart of that city for its recent unfounded statements to the effect "that there was open rebellion among the teachers of the high school and that a meeting of indignation was to be held that the teachers were open in their denunciation of the superintendent's course," etc., etc. The denial of the allegations drafted and signed by the teachers of the high school says that the *Tribune* has done great injustice to the superintendent and the teachers; that there is no coolness between the teachers and the superintendent; that the superintendent has not dictated to the teachers the methods to be used in teaching; that they are not in rebellion against him; and that cordial relations exist between them and the superintendent.

Mrs. Angenette J. Peavey is going at the practical solution of educational problems in a way that amply justifies the faith that the voters of Colorado placed in her ability to successfully manage the office of state superintendent of public instruction and to advance the interests of their schools. THE JOURNAL has frequently urged the wisdom of increasing the usefulness of county institutes by eliminating as much as possible all so-called academic work and devoting them wholly to instruction of a professional character, such as the history, principles, methods, and civics of education. Mrs. Peavey seems to have made this aim part of her platform and has called upon the normal school faculty of the state to do as much for the advancement of this object as possible. Another important measure whose passage by the legislature she is urging is worded as follows :

"Hereafter the board will issue two grades of certificates to be known as 'The Common School Life Certificate,' and 'The State Diploma.'

"Applicants for the common school life certificate shall present, as evidence of qualification in what are known as the common school branches, a first class, unexpired county or city certificate, and shall pass a satisfactory examination in each of the following named branches of study: algebra, physiology, botany, general history, civil government, including the constitution of Colorado, English literature and rhetoric, and psychology and pedagogy."

Under the present law such a certificate cannot be issued. It is expected that the legislature will act on Mrs. Peavey's advice. The senate committee has already approved the bill.

Superior, V is., is making a strong effort to increase her already excellent school facilities. A fine high school building will be erected as soon as the city has recovered from the effects of the general financial depression. A normal school and a Finnish college will also be built in the near future.

Miss Sarah M. Arnold, whose excellent work in Minneapolis has attracted wide attention, has at last accepted the repeated offer of the Boston school committee to become the supervisor of the primary schools of that city. Her salary will be \$4,000. (A portrait and biographical sketch of Miss Arnold appeared in THE JOURNAL of January 6, 1894.)

A New Manual Training School.

The Rachel Harris manual training and industrial school, at Woonsocket, R. I., is now open for work. The institution has been named in honor of Mrs. Harris who at her death, in 1846, left for educational purposes a fund at present amounting to about \$29,000. The social manufacturing company, of Woonsocket, R. I., at a large expense remodeled one of its buildings, adapting it to the needs of the school and presented its use to the trustees free of charge. Further changes have been promised as they shall be needed. Other manufacturing corporations in the city have offered assistance and the trustees will be able to greatly enlarge the work of the school. Mrs. Edward Harris, another resident of the city, has equipped the sloyd room at an expense of about \$500, and the Woonsocket Electric Machine and Power company has contributed the equipment for lighting the building. Other individuals and corporations have under consideration the equipment of additional departments, and it is expected that soon a start can be made with cooking classes, forge and lathe work, molding and carving, wood turning, etc. Evening classes in history, civics, physiology, economics, and social science are in contemplation. Clubs for social and intellectual improvement as well as entertainment will at length be formed. Home libraries will be established and such other forms of helpful work will be undertaken as seem to meet most fully the social and industrial needs of the city. Mr. William B. Jones has been appointed principal of the school. The purposes of the school have been fully explained to the people of Woonsocket. In a long letter published in the *Call* of that city the following explanation of the work is given :

"To avoid any misunderstanding it is to be borne in mind that the sloyd training in wood work and the sewing are given to the pupils of the public schools, not because they prepare them for a trade or any specific employment, but because they develop the mind and increase the thinking power. Whatever of practical acquaintance with any art or trade is obtained, is only incidental to the better education. It is believed that the knowledge obtained in any branch of instruction whatsoever, whether it be geography, grammar, arithmetic, or philosophy, will be more accurate and serviceable for the concurrent manual training.

"On this ground of a resulting better mental preparation for the duties of good citizenship, manual training asks to become a part of the curriculum of our public schools. And this is not to say that there will be no technical results and it may be, nay, it is claimed that when the school is fully equipped in all departments, and a pupil has satisfactorily passed through a prescribed course, there will remain for him after graduation but the necessity of experience to be successful in his chosen calling or pursuit.

"The industrial interests of Woonsocket have long demanded such a school as is now being established. Our community has suffered, our youth have grown up with little in their studies to discover individual tastes or aptitudes, or to incite to any particular line of effort, and they have faced the world with hardly a clue to the path they should follow. Too much cannot be done to give our youth a right direction in life, and it cannot be done at too early a period."

Why cannot other cities that are still holding back be aroused to go at the introduction of manual training in a way such as this liberal town has done! It is an example worth holding up to the friends of schools everywhere.

London Letter.

THE NEW EDUCATION CODE.

I had promised to devote this article to an examination of the question, "Shall teachers become civil servants?" but the issue of the government's new set of regulations for governing the elementary schools, known as "The New Code," calls for immediate notice. This code forms a handy pamphlet of 88 pages and is accompanied with an explanatory document known as "Revised Instructions issued to the Inspectors of Schools." The two documents to be properly understood must be studied together and indeed every school is obliged to have a copy of each publication in its school portfolio.

The great change in this year's code is the virtual abolition of the formal day of inspection and examination. In the place of a fixed date for a thorough and systematic examination of the scholars, teachers, buildings, and apparatus, every school which has reached a certain educational standard, which, dividing the schools into excellent, good, fair, and inefficient, must no doubt equal "good," will be excused this and will be subject instead to at least two visits during the year from the inspector without notice. At these visits the inspector is to test the instruction and condition of the school and make copious notes, and from these notes at the end of the year a report will be formed and on this report the grant to the school will be paid.

The inspector is requested by the government to pay one surprise visit early in the morning, indeed just before the time the children are due to enter school. This visit is to test the arrangements and discipline at the very starting point of the day's instruction. Notice as a rule will be sent with the report of the previous year if the school is to be exempt from a formal inspection next year. Schools which fail to reach or maintain the required standard will continue to be formally inspected.

The National Union of Teachers are responsible for this change; for many years they have pressed for the abolition of "the parade day," as they termed it. Whether the parents of the scholars and the country at large will approve the change remains to be seen.

While the government grant might reasonably be separated from the annual examination, yet a test for the scholars to undergo year by year seems almost desirable. The emulation and set purpose of annual examinations is found necessary in all the public and grammar schools of the country, and there seems no reason, beyond the grant question, why elementary schools can wisely be exempt from the rule.

Another change in the Code is that whereby children may be taken during school hours to museums, picture galleries, botanical centers &c., and the attendance allowed to count for the grant. The conditions are that the place and guide must be approved and not more than twenty such visits be paid in one year by each child: this will be an acceptable boon for town scholars. For country scholars a new subject, "Cottage Gardening," is to be recognized. The teacher of this subject must be duly qualified and the class not exceed 14 in number, and the scholars must have passed the 4th standard. A grant of 2 per cent. per head for twenty hours instruction or 4 per cent. for forty hours instruction will be paid in this subject.

These are the three most important changes in Mr. Acland's third Code and will be received thankfully by the teachers and the parents of the scholars, while educationists generally will anxiously study the effect of the relaxing of the annual test examination, which the zeal and honesty of the teachers will possibly convert into an instrument of great good, especially if the government inspectors rise to the vast importance of their responsibility in the change.

PENSIONS FOR ELEMENTARY SCHOOL TEACHERS.

For very many years past the English elementary school teachers have been combining and agitating to secure a pension when the strength for life's work is well-nigh spent. Originally when the education department was established in 1846, the regulations put forth for the employment of teachers promised a pension to deserving teachers on attaining the age of 65. But the treasury took alarm at the heavy cost entailed by this promise and in 1861 abolished the regulation. Naturally a strong protest was raised by the large number of men and women who had entered the teaching profession from 1846-1861, against this breach of faith, and after years of agitation the government set aside a small sum annually to meet the more pressing claims among the teachers admitted during that period. Even then only the most poverty stricken, broken down teacher could hope to secure an allowance which was of the amount of either £20, £25, or £30 a year. The thrifty teacher was turned empty away. But besides all this a general feeling grew up that something ought to be done to keep the men and women engaged in "Molding the future of the Nation," as the prime minister lately put it, from the poorhouse in their old age. And again the National Union of Teachers, with its nearly 30,000 members, has been able to bring great pressure to bear in political circles.

The upshot was that in 1891 a select committee of the House of Commons considered the question of granting pensions to elementary school teachers and reported in May, 1892, in favor of

the establishment of a Teachers' Superannuation Fund to be formed of teachers' subscriptions and state subsidies. The education department before moving further in the matter decided to make further inquiries and investigations, and to do so appointed in August, 1893, a small committee of government officials to draw up a working scheme. It is only this week (ending March 9), that the report of this committee has been issued. The report runs into 28 foolscap printed pages and I give a few of the salient points of general interest.

Teachers are divided into two large classes "Future" and "Existing." Future teachers must join the scheme; existing teachers are allowed to choose. Masters are to contribute £3 a year, mistresses £2 a year. Retirement is to be compulsory at the age of 65 years. The contributions will be devoted to the purchase of an annuity and to this the government will add a state pension of one per cent. for each year of service as a certified teacher. The usual age for a teacher to get a certificate is 22 or 23. Supposing a master commences contributing £3 a year at 23 and retires at 65, his contribution would purchase an annuity under government tables of $40\frac{7}{8}$ and to this he would have added one per cent. for each year of his 42 years of service as state pension; his retiring allowance would therefore be £40, $7\frac{7}{8} + \frac{1}{4} \times 40 = £61, 7\frac{7}{8}$. The figures for a mistress of the same age and service would be £20, 8s, 8d + $\frac{1}{4} \times 20 = £41, 8s, 8d$, total pension.

These are the highest pensions obtainable under the scheme. Breakdown pensions are recommended at the rate of £20 after 10 years' service with £1 added for each additional year. Existing teachers are allowed extra allowances for past service which, supposing a teacher to already have served 40 years, would enable a pension of £1 for each year of service to be granted *i.e.* £40 a year. Of course for every year less of part service the pension would be smaller until the one per cent. a year for future teachers is reached.

The cost to the country of even this modest reading scheme will be £100,000 a year in the fifth year of its existence, rising to £500,000 a year in the thirty-fifth year. There is every likelihood of legislation taking place shortly to convert the scheme of the departmental committee into an act of Parliament. The teachers generally seem disposed to accept these terms, but propose to amend one or two points.

London, March 9, 1895.

Berlin Letter.

It was my good fortune to receive an invitation recently to the monthly meeting of the Rektors (principals) of the common schools in Berlin. At about 6:30 P. M. about 150 fine looking, mature gentlemen gathered in a reserved room in a restaurant for the purpose (1) of eating their supper together and (2) of discussing educational questions. They seated themselves about long tables, ate, drank their beer, and smoked until about 7:30, when the president called the meeting to order. After the formal duties of opening, a paper was read on "The Criminal Age of Children." It was urged that the present age (12 years) at which a child can be condemned to prison, be raised to 14. This was discussed *pro* and *con*, personal experiences given, and most interesting facts brought out. It was really a report of a commission appointed by the Rektors to look into the question, and without taking a vote, the matter was laid over for further discussion. The speaker was frequently interrupted by questions, denials, and interjections of various kinds, all of which he took as a matter of fact, sometimes answering, but oftener waiting quietly until he gained attention again. The manner of getting the floor struck me as very sensible. Those who wished to speak, simply got the eye of the secretary whenever they could and their names were noted and given to the president who called on them in order. The meeting was extremely interesting, very enthusiastic, and yet had the good fellowship which somehow Germans know best how to secure in a gathering.

The winter semester of the university is about to close. The summer semester opens soon after Easter. Professor Paulsen's lectures on pedagogy have been the most valuable that I have ever heard. He is not only a good speaker, with something to say, but is also a genial gentleman in every respect. There have been 283 American students here in the university this winter.

The common schools are closing the year's work, the school year ending with this month. The "Prüfungen" (a kind of public examination) are already being held and the examinations for promotion are also in progress. In regard to the "Prüfungen," the teachers almost unanimously agree that they have lost their usefulness, if they ever had any, and ought to be abolished in the common schools, as has already been done in the higher schools. The design is to keep the parents by this means interested in the schools. As they are not allowed to visit the regular sessions of the school, the "Prüfungen," are their only means of seeing school work. But they attend these so little that the main design has lost its force.

The examinations for promotion are both oral and written, but each principal makes out the questions and conducts the exam-

inations as he pleases. The instructions as to course of study, etc., are so careful that there is a great uniformity throughout the city. Examinations do not count for much any way, the judgment of the teacher who has spent a year with a child being of far more value in determining his fitness for the next class than any examination can possibly be.

L. SEELEY.

Berlin, March 4, 1895.

Dr. E. E. White on "The Correlation of Studies."

The following letter has been received from Dr. E. E. White, relating to the correspondence on the Cleveland meeting of the Department of Superintendence, published in last week's JOURNAL:

You must permit me to enter my protest against the liberty which your Philadelphia correspondent has taken in his misrepresentations of my remarks in the superintendents' meeting at Cleveland. His characterization of me as the champion of "formal scholasticism" and the representative of "traditional conservatism" is gratuitous and ridiculous. For more than thirty years I have been the earnest advocate of practical reforms in school administration and instruction and when your correspondent has made a tenth of the effort that I have made (others must say how wisely) to lift school training out of traditional ruts and secure rational and scientific instruction, he will be better prepared to pass judgment in such matters. This is the first time in my life that I have ever been classed among the representatives of "formal scholasticism." Your correspondent has evidently little knowledge of me or my work as an educator.

His attempt to make me appear in the role of the "traditional conservative" in my discussion of President Draper's report is whole-cloth misrepresentation. Instead of criticising the proposition to make the board appointive I said in a sentence "whether the members of the board should be elected or appointed depends on the size of the city and local conditions." But to represent an objection to an appointive board (even if made) as "conservative" is mixing things strangely. The appointive plan is the *old* plan, the "conservative" plan. The radical movement introduced the elective system.

But my remarks (which are to be published) supported the report in all its essential features, and I was thanked by no persons more heartily than by the official representatives of the Cleveland system. I was present when that reform was born in Cincinnati and unhappily acted as nurse! Let any one inquire of any intelligent citizen of Cincinnati whether my administration of the schools was progressive or traditionally conservative!

Your correspondent has doubtless never heard of the radical paper which I read before the Council at St. Paul several years ago. If he will read that paper he will see that I anticipated somewhat the report of President Draper's committee.

The slighting reference of your correspondent to the "conservative *vis inertiae* of Chancellor Payne's successor," is also evidence that he has never read Dr. Hinsdale's radical report on "City School Systems" presented to the Council in 1888, and supplemented in 1890.

Permit me to add, Mr. Editor, that the attempt to make an acceptance of the psychology or pedagogy of Herbart a test of one's conservatism or progressiveness is not only fresh but positively silly. I am safe in saying that not one in thirty of the psychologists of Germany, England, and the United States accept the sporadic psychology of Herbart; and who will claim that the Herbartian theory of concentration has been established by wide and successful school experience? It may prove a great success, when understood, but it is clearly too early to make "concentration" a *shibboleth* to distinguish *progressives* from conservatives in education!

No educator in this country has done as much as Dr. W. T. Harris to commend the doctrine of *appception* to the attention of American teachers. It may be true that his views of *appception* are broader and deeper than those of the American interpreters of Herbart. The attempt to prejudice teachers against such men by epithets is to be deprecated.

Columbus, Ohio.

What Dr. White said in discussing Dr. Harris' report may be seen from the following approved report, which we reprint from an advance sheet of the *Ohio Educational Monthly* for April:

"I have some hesitation in responding to this call. I am only a learner concerning the Herbartian theory of concentration, and am trying to keep an open mind. I am, indeed, anxious to know just what my young friends mean, and, in time, I hope to get the proper correlation of their ideas.

"As I now see it, there is no one essential process or method of education, whether Herbartian or other, and it seems to me somewhat doubtful to assume that we have at last found a complete system of pedagogy that is to supplant all that has been heretofore supposed to be fundamental in the art. The serious defects in the psychology of Herbart have led some of the thoughtful advocates of his system of pedagogy to claim that an acceptance of his pedagogy does not involve an acceptance of his psychology, but the fact is Herbart's *system* of pedagogy is based on his psychology, and so a rejection of the latter removes the *basis* on which the former rests. Instead of his system of pedagogy, you have left only elements which may be utilized, fruitful suggestions, but the *system* as such is in fragments. I recognize valuable principles of teaching in what is known as the Herbartian pedagogy, and one of these is the proper blending and unification of subjects of instruction. This is not exclusively Herbartian, but his system gives the principle a new emphasis. But the process is clearly most feasible in primary instruction, and even here it has its obvious limitations. I did not understand Miss Arnold last evening even to hint that the blendings, which she so admirably pointed out as desirable in primary instruction, is possible or feasible in higher grades. Even in the primary school, the method is in danger of leading to factitious and superficial blendings. It is evident that what may be feasible in this respect

the first two or three years of school may not be desirable, even if practicable, in higher grades. The primary school, the grammar school, the high school, and the college have each their characteristic phase of instruction, and the same method can not be used throughout the course. As we go up in the grades, there is an increasing differentiation of studies until only incidental blendings in closely allied subjects, is possible in the same exercise, and, in the university with its special courses, differentiation reaches its maximum. This shows that the so called "concentration" is, at best, only a phase of a true course of instruction and a diminishing phase. In all grades above the primary, correlation, not concentration, is the determining principle, and, even in primary grades, all subjects cannot wisely be united in the same exercises. Certainly there is no one method for all classes and grades of pupils.

"Dr. Harris is clearly right, as it seems to me, in his views as to the proper meaning of the 'Correlation of Studies.' He uses the term, not only in its scientific, but in its recognized pedagogic sense. Concentration is a different process, and should receive separate consideration. The attempt to use the terms coöordination, correlation, and concentration interchangeably as synonymous introduces confusion into pedagogic discussion.

"I desire to add that the principles recently presented under what is called concentration seem to me to lead to the one conclusion that every child must be taught as an *individual*, and so by *himself*, and hence all attempts at class instruction are futile and unscientific, and must be abandoned. Individual instruction can alone meet the conditions assumed to be essential by the Herbartian theory as explained by its advocates. What does this involve? What becomes of the school as such?

"There have been many scholars since the flood—scholars who have honored learning and widened its domain. How were they produced? Not certainly by any one method, and surely not by "concentration." These hosts of scholars and thinkers can not be accounted for on any such assumption, for they were produced under very unlike methods of elementary education. The history of school training shows that we are not shut up to a diet of pedagogic hash on the one hand, or to one of baked beans on the other. The child has some power of appropriation and assimilation."

New York.

MILITARY INSTRUCTION IN THE SCHOOLS.

The friends of the movement to encourage military instruction in the public schools are anxiously awaiting the fate of Senator McMahon's bill creating the "American Guard." The "Guard" is to consist of such boys over eleven years who are regular pupils in the public schools in the state as may be enrolled by the principals, with the approval of the local authorities. The company and battalion divisions are to be substantially the same as those of the state national guard, the principal of the school commanding the battalion. The young soldiers are to be annually inspected by the inspector-general's department and provided by the state with such books of instruction, record blanks, uniform caps, wreathes and letters for caps, state buttons, officers' swords, colors, drums, fifes and bugles, arms and equipments as shall be authorized by the governor, to be issued by the chief of ordnance. The sum of \$100,000 is appropriated for the purposes of the bill. The Grand Army is particularly interested in the passage of the bill. A delegation from New York, Brooklyn, and Albany posts had a hearing at Albany recently before the finance committee of the senate. It was stated that in the public schools in New York city from 7,000 to 10,000 boys were now being drilled so that they would parade on Decoration day. In all the schools the teachers had found that it was a benefit to the boys physically and mentally, and a great aid to discipline. It created a manly spirit, an upright bearing, habits of attention, neatness, obedience, and order. It placed the poor and the rich on the same level, and helped to abolish class distinctions. The spirit of patriotism which it created in the children was a great advantage of the state.

No opposition was expressed by any of the members of the legislature in regard to the subject, but serious difficulty will be experienced in regard to the appropriation.

New York City.

The work on the new grounds of Columbia college on Cathedral Heights is making steady progress and the erection of buildings will soon begin. The two buildings of the medical department at Fifty-ninth street and Amsterdam avenue, provided for by a gift of \$350,000 from the Vanderbilt brothers, will be completed by the opening of the next session of the college, on October 1. Work on the addition to the Sloane maternity hospital of the medical department is rapidly nearing completion. This building is the gift of Mr. and Mrs. W. S. Sloane and will cost \$250,000.

THE JOURNAL has learned that the pioneer school in the military training movement in the city was No. 66 at Kings Bridge.

There, in 1888, was started a drum corps, followed a few months later by the formation of a uniformed company. Military drill was made part of the daily program, including the "setting up" drill, each boy having fifteen minutes of this every morning under cadet officers, the whole being supervised by a teacher. Mr. J. W. Davis, recording secretary of the society of pedagogy, is the principal of the school.

Mr. Arthur T. Seymour, who contributed a helpful, suggestive article to THE JOURNAL last week, has been invited to address the teachers of Westchester county, on Saturday evening, March 23, on "Illustrated School Work."

Professor Peter H. Vander Weyde, a well-known scientist, died last Monday at his home, No. 82 Clinton Place, New York city, at the age of eighty-two years. He was born in Nymegen, Holland, in 1813, and was graduated from the Royal academy at Delft. He was a scientific writer and teacher in Holland. In 1849 he came to New York and was graduated from the New York university medical college in 1856, and practiced medicine until 1859, when he was appointed professor of physics, chemistry, and higher mathematics at the Cooper institute. He was also professor of chemistry in the New York medical college. In 1864 the chair of industrial science was created for him at Girard college, Philadelphia. This professorship he resigned a few years later, and returning to New York became editor of the *Manufacturer and Builder*, a scientific journal. He made many inventions which were patented, and contributed much to various periodicals.

March and April Meetings.

March 28-30.—Southeastern Nebraska Educational Association at Beatrice. Geo. R. Chatburn, Lincoln, president.

April 3-5.—North Nebraska Teachers' Association at Norfolk. Miss C. C. White, Wayne, president.

April 4.—Southeastern Wisconsin Teachers' Association, at the State Normal school, Milwaukee.

April 4-5.—Central Nebraska Teachers' Association at Aurora. Supt. J. K. Stapleton, Lexington, sec'y.

April 4-6.—Southern Indiana Teachers' Association, at North Vernon. H. P. Leavenworth, Mt. Vernon, Ind., Pres't.

April 16-18. Thirty-fourth annual meeting of Ontario Educational Association and second meeting of the Dominion Educational Association.

April 18, 19, 20.—Northwestern Iowa Teachers' Association, at Sioux City.

Western Nebraska Teachers' Association at Sidney, the last week in April.

June 27, 28, 29.—New York University Convocation at Albany.

July 1, 2, 3.—New York State Teachers' Association at Syracuse.

National Educational Association at Denver, in July.

Summer Schools.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, Mass. Beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

ILLINOIS.—Cook County Normal Summer School, Chicago (Englewood) Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

University of Michigan Summer School, July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

Connecticut Summer School for Teachers at Norwich, July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

OHIO.—Summer School of Western Reserve University at Cleveland July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

Some Reasons Why Teachers Should Select the Nickel Plate Route for their Trip to Denver in July.

1st.—Because it will have the *Lowest Rates*.

2d.—Because it will give unexcelled service—which will include special trains, with through sleeping car to Denver, without change. Its dining cars and buffet service is unsurpassed, and its meal stations serve the best of meals at lowest rates.

3d.—Because it will give you side trips to Chautauqua Lake and Niagara Falls without extra charge, on your return trip.

4th.—Because it runs along the shores of beautiful Lake Erie with its cooling breezes and delightful scenery, passing through the famous "Grape Belt" of Chautauqua and "Gas Belt" of Indiana, the beautiful cities of Erie, Cleveland, Fostoria, and Ft. Wayne, the Summer Resorts of Green Springs, and many other noted places.

5th.—Because special efforts will be made by the Nickel Plate Road for the comfort, convenience, and pleasure of the Teachers on this trip; and its low rates and excellent service should designate it as the *Official Route*.

For all information call on the nearest ticket agent, or address F. J. Moore, General Agent, 23 Exchange St., Buffalo, N. Y.

Every one now needs the great blood purifier, Hood's Sarsaparilla. It builds up the system.

New Books.

To Maynard's Modern French Texts has been added *La Poudre aux Yeux*, a comedy by M. M. Eugène Labiche and Edouard Martin. Edited by Arthur H. Solial, A.M., instructor in French at the West Division high school, Chicago. It is been most carefully annotated so that the interest of the book may not be shattered by idioms and phrases strange to the student. In addition a vocabulary has been added in which the exact meanings of the words as used in this play are given. (Maynard, Merrill & Co., New York.)

Elements of Physics, by S. P. Meads, Oakland high school, California, is designed as an elementary text-book by which pupils may be grounded in the rudimentary principles of physics, and thoroughly familiar with the laws of matter. The author has endeavored to present the leading principles and facts of the science in such a way that young students may understand them and acquire a love for the study.

Among the subjects treated are general and specific properties of matter, density and specific gravity, accelerated and retarded motion, static and current electricity, magnetism, fluids, light, heat, and sound. The experiments are, many of them, easily performed with simple apparatus, and they are suggestive of others which the teacher can readily arrange with the help of his pupils. In connection with the presentation of principles, some very interesting facts are evolved touching objects in familiar use, such as the telephone, electric bells, magnet, barometer, telescope, phonograph, etc. The book is intended for secondary schools or might be used very profitably in private study. The questions at the end of chapters are very helpful, the typography good, and the illustrations numerous. (Silver, Burdett & Co., Boston. 12mo. 288 pp. Introductory price, 72 cents.)

An Asthma Cure at Last.

European physicians and medical journals report a positive cure for Asthma, in the Kola plant found on the Congo river, West Africa. The Kola Importing Co., 1164 Broadway, New York, are sending free trial cases of the Kola Compound by mail to all sufferers from Asthma, who send name and address on a postal card. A trial costs you nothing.

Selected from *OUR TIMES*, published by E. L. Kellogg & Co.; price, 30c. a year.

Siam and the Siamese.

About a year and a half ago the French made an excuse for opening a quarrel with the Siamese and in the end succeeded in extending the French possessions to the left bank of the Mekong river. Thus were the Siamese deprived of a large slice of territory and the power of the nation thereby greatly reduced. Still it remains an important kingdom; the greatest, in fact, in this great Asiatic peninsula.

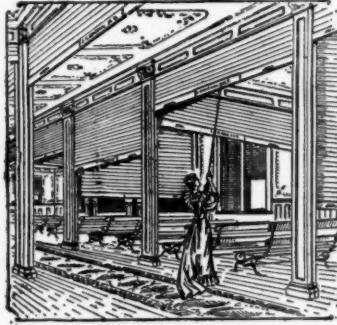


CHULALONGKORN I., KING OF SIAM.

The people are usually classed as Mongolians, though there is evidence that there is a strong mixture of Aryan blood. Their language contains many Sanskrit words, combined with Chinese

(CONTINUED ON PAGE 312.)

ROLLING PARTITIONS.

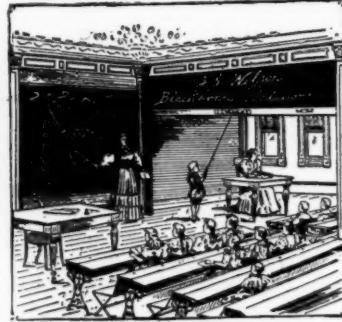


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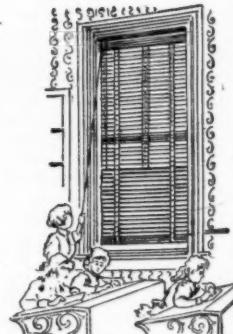
For dividing Class Rooms.

Sound-proof and Air-tight.
In Various Woods.
Made also with Blackboard Surface.

These partitions are a marvelous convenience, easily operated, very durable, and do not get out of order.



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VENETIAN BLINDS
in various kinds of wood.

ALSO WOOD BLOCK FLOORS.

THE STANDARD FLOOR FOR SCHOOLS THROUGHOUT EUROPE. Composed of Wood blocks, cemented and keyed to concrete foundation, forming a solid and immovable structure through which no dampness or foul air can penetrate and no disease germs or filth can be secreted. Fire-resisting, noiseless, and warm to the feet. Can be laid in a variety of patterns in different kinds of wood. Very handsome in appearance and everlasting.

JAS. GODFREY WILSON, Pattee and Manufacturer, 74 West 23rd Street, New York.

NATURE STUDY HELPS.

NATIVE TREES. A study for School and Home. By L. W. RUSSELL, Providence, R. I. Illustrated. Price, 30 cents.

Works upon general botany do not supply the needs of those who wish, without difficult study, to come to a friendly acquaintance with the forest and wayside trees which they daily meet.

This little book is designed to supply the demand for such easily understood and practical matter about our native trees.

LESSONS IN ZOOLOGY.

COMMON ANIMAL FORMS. New and revised edition. By CLARABEL GILMAN. Boards. Fully Illustrated. Price, 50 cents.

The author has given in this book the outlines of what she has found it practicable to attempt with children. Each "lesson" is in two parts—one in large print, consisting of statements of children's observations, often in their own language; the other in smaller print, consisting of explicit directions to the teacher and additional facts. These directions instruct the teacher as to what materials, specimens, etc., are to be used, where such materials may be procured, and how they should be handled. Simple outline drawings are provided, which can be copied easily upon the blackboard. The book helps a teacher to establish her pupils in habits of careful observation of nature, and such a result has been the author's aim.

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Ten teachers have been elected from this Bureau, the current year, in one New England city, viz.: Grammar (male), \$2000; Grammar (male), \$2000; Grammar (male), \$2000; three Manual Training (males), \$3000; Sciences (male), \$1600; Elocution and Physical Culture (female), \$600; Primary (female), \$900; Kindergarten Critic (female), \$750; Domestic Sciences (female), \$1100. Aggregate Salaries, \$11,950.

Dr. ORCUTT,
I desire to express to you the gratitude of our committee for your success in selecting and engaging the four teachers you have sent us. Your judgment is unerring: each teacher so eminently fills the requirement. We made no mistake in placing the matter - *carte blanche* - in your hands; and for the success of the past we shall be only too glad to ask your assistance in the future, assured that your selections will not disappoint us.

Cordially yours,

Fairhaven, Mass., Sept. 19, 1894.
C. C. CUNDALL, M.D., Chairman, S. C.

My Dear Dr. ORCUTT:—
You see I come again for another teacher, which proves conclusively that we are pleased and satisfied with the others you sent us. All four of them are exceptionally good, and doing work worthy of the commendation they receive from both the superintendent and committee.
I enclose signed contract for another teacher. Engage the teacher you are satisfied with for me, and fill the name blank, and I shall then know just the teacher I want is coming.

Cordially yours,
C. C. CUNDALL, M.D., Chairman School Committee.

Fairhaven, Mass., Dec. 10, 1894.

HIRAM ORCUTT, Manager.

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TEACHERS who are UNEMPLOYED

(CONTINUED FROM PAGE 310.)

elements. The Siamese are smaller than the Chinese, with yellow or olive complexions, black, oblique eyes, and black hair, which is usually all shaved off except a bunch on top of the head that looks like a shoebrush.

Siam is called by its people Muang Thai, "the kingdom of the free," free from the superstitions of the Brahmans. The word Siam is from a Malay word meaning brown. Buddhism is the national religion, and it has obtained an extraordinary hold on the people. There are said to be 20,000 or 30,000 priests in Bangkok alone. Many of the temples are grand and beautiful. The priests go about begging and the people think it their duty to give them food—usually rice. In return everyone has a right to go to the temples and demand food; no one need starve in Bangkok.

One of the peculiarities of Buddhism is that it enjoins kindness to all animals, as they are thought to be inhabited by the souls of the dead. White animals are especially sacred, as they are believed to be inhabited by the souls of those who have lived noble lives. The white elephant is thought to possess the soul of some king or hero. Therefore when one is found there is great rejoicing; he is placed in a splendid stable and given the best of care and of fare as long as he lives.

The Siamese are not a very energetic race; nearly all the business and commerce of the country is in the hands of the Chinese. The Laos, or Shans, in the northeastern provinces are engaged principally in raising rice and fruits.

The national vice is the chewing of the betel-nut. As the saliva is of a reddish color, strangers are apt to think that people who are chewing this are spitting blood. A love for music is noted among all classes, and also for display and ceremony. The reception by the king used to be a very solemn affair, accompanied by numerous prostrations and obeisances.

The present king, Chulalongkorn I., has introduced the European way of receiving Europeans. He is an enlightened monarch, speaks English readily, and is desirous of extending the commerce of Siam with foreign lands. He wears his hair in the European fashion and on ordinary occasions dresses as they do, as may be seen by his portrait. During great ceremonials he wears the dress characteristic of Siamese royalty. He has ruled since 1868.

Bangkok his capital, is one of the most peculiar cities in the world. The houses are built on rafts along the banks of the river for miles. As there are numerous canals leading off from the river on each side and as the principal mode of conveyance in the city is by means of boats, it is often called the "Venice of the East." The houses back from the river are built on piles. The land streets are crooked, narrow, and not very clean.

An imperial edict has been issued abolishing the use of the knout in the infliction of punishment. Hitherto the peasantry have been completely at the mercy of the local judges. The publishing of the edict is due to the fact that it was shown to the czar from statistics that within the last ten years 3000 persons convicted of petty thefts have died from the effects of the knout.

A Newspaper One Hundred Years Old.

Only a few newspapers in this country, or any other, can boast of a continued existence of one hundred years. Among these few is the Lancaster, Pa., *Intelligencer*. The centennial anniversary was celebrated by the publication of an extra number of forty pages on March 9, ably edited and fully illustrated. A striking and interesting feature of this edition is the reproduction of ancient pages in *fac-simile*, illustrating the news of a century. This gives one a lively idea of the improvements made in typography and in the methods of collecting and presenting news. Many interesting facts in the history of Lancaster are also given. May the *Intelligencer* live to celebrate its second centennial!

What the Government Costs.

According to Congressman Sayres, the appropriations made by the last three Congresses are as follows: First session of the fifty-first (Republican) Congress \$494,456,248.65; second session, \$541,223,861.29; total, \$1,035,680,109.94. First session of the Fifty-second congress (Democratic) \$507,600,188.71; second session, \$519,504,359.21; total \$1,027,104,547.92. First session of the fifty-third Congress (Democratic), \$492,230,685.03; second, \$498,108,006.01; total, \$990,338,691.04. The appropriations of the Fifty-third are \$36,765,856.88 below the Fifty-second and \$45,341,418.90 below the Fifty-first Congress. Congress dealt liberally with the navy, providing for two battle ships, six gunboats, and three torpedo boats.

Antitoxine Saves Many Lives.

Dr. Escherich of Gratz, Austria, reports that out of eighty-seven cases of diphtheria he used antitoxine in fifty-one—all that were severe—and only five of these patients died. This mortality of 9.8 per cent. is reduced to 4.1 per cent. if three cases which were moribund when first seen are not included. He believes that the mortality in cases of diphtheria, uncomplicated with other disease, taken in the early stages of the disease may be reduced to zero. At the charity hospital, Lyons, the death rate in diphtheria cases has been reduced from 50 to 19.23 per cent. The use of antitoxine is steadily spreading in the United States.

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Another Importation OF Rich Crepons

Just added to the Crepon Department, a large foreign purchase of the most elegant types in these singularly fashionable fabrics.

Crepions crinkled in plaids, stripes, and pretty clouded effects.

Film Crepons—Just out.

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In our Scotch section we are showing the most extensive assortment of Spring Tweeds and Dress Cheviots; many of these are intermingled with silk—Knots, balls, and flecks of bright color.

Several specials are listed for this week.

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Woman's Beauty.

CHICAGO, Aug. 31, 1894.
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Purifies Tan, Pimples, Freckles, Moth Patch-
es, Rash and Skin Diseases, and every blemish on beauty, and denies detection. On its vials it was stored the test of 46 years—no other has—and is so harmless we test to be sure it is properly made. Accept no counterfeits of similar name. The distinguished Dr. L. A. Sayer, said to a lady of the hautton (a patient): "Is your hair as black as the night?"

ladies will use them, I recommend 'Gouraud's Cream' as the least expensive of all skin preparations. One bottle will last six months using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

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New Books.

L. Prang & Co., Boston, are noted for the excellence of their art publications but this year they have surpassed themselves in the production of *Easter Cards, Books, and Booklets*. They are noted for beauty of design, exquisite taste in the combination of colors, and excellence of execution. The growing custom of sending Easter offerings to friends will be greatly aided by such publications as these. The one who could not find something to his taste in the great number and variety of cards of this firm would be very difficult to suit indeed. Among the handsomest of these booklets is a poem, "The Shadow of the Angel," by Ernest Warburton Shurtliff. The subject matter of the poem is based wholly on the foundations of the Christian faith, and the printing, illustrating, and make up of the book are worthy of the sentiments and thoughts expressed. The musical and pictorial verse, calling to mind Bible scenes, will be greatly enjoyed. Another handsome little Easter gift is called "Deep-blue Violets," and is by Katherine L. Connor. It consists of several cards bound together by a delicately tinted ribbon, on each of which are violets and selections from well-known authors.

The devices of young people for obtaining amusement are exceedingly numerous and ingenious, as one may see by looking over the pages of the volume of *Plays and Games of Little Folks*, collected and arranged by Josephine Pollard, and illustrated by Schuyler Mathews. In this about every imaginable game of children and young people is described, and a large number of them have illustrations (all colored) that greatly increase the attractiveness of the book. It brings back happy memories of one's childhood days to read of such games as blindman's buff, consequences, I spy, leap frog, London bridge, proverbs, and other common ones, yet there are many given that are not so common, but just as full of possibilities for amusement. All sorts of out-door sport and fireside fun are described briefly and simply, and besides there are many singing games with music. The book is handsomely printed and bound, and should be in every household where there are children. (McLaughlin Brothers, New York.)

The most popular if not the greatest of Milton's poems are contained in No. 72 of the *Riverside Literature Series*. These are "L'Allegro" and "Il Penseroso," noted for the music of the verse, the number of pictures they present to the mind, the delicate adjustment of sound to sense and of sentiment to expression; "Comus," a grand poem in praise of female virtue and beauty, and "Lycidas," one of the greatest elegies in the language. The volume contains a biography of Milton, remarks concerning his verse, and numerous foot-notes. (Houghton, Mifflin & Co., Boston. 15 cents.)

The study of botany is so vast that one is likely to become confused and discouraged unless a good method is employed. In recent years a great many books have been published dealing with branches of the subject. When the student becomes familiar with the plants described in one of these books he feels that he has accomplished something. The little book by Edward Knobel on *Ferns and Evergreens of New England*, deals with a difficult and at the same time a most interesting subject. It is very hard to identify these graceful forms, so slight are the differences, but so excellent are the plates and the descriptions in this volume that the task is made comparatively easy. The young botanist will find it a most valuable book to possess. (Bradlee Whidden, 18 Arch street, Boston. Oblong 12mo., paper, net, 50 cents.)

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Publishers' Notes.

The breaking up of winter and the return of our old friends, the birds, are reminders that the end of the school year is once more at hand. Teachers who think of making a change should look around for some good reliable agency. One of the best is the Bridge Teachers' Agency, 120 Tremont street, Boston, and 211 Wabash avenue, Chicago. One fee registers at both offices. Send agency manual.

Many slaves of the pen are subject to writer's cramp. Is there any means of relief? Thanks to this inventive age, a want no sooner is felt than active minds are at work to supply it. In this case they have given relief to sufferers from this most distressing ailment by furnishing the typewriter. The freedom of movement required in using one of these machines prevents the overworking of any particular muscles. "What machine shall I get?" is the important question that presents itself. There are a number of good machines, each with its special excellencies. One that is finding much favor with the public is the Smith Premier; and why? Because it has all the essentials of a writing machine greatly perfected. The Smith Premier Typewriter Co., Syracuse, N. Y., will be glad to send to any one requesting it their illustrated and descriptive catalogue.

In war it is considered a very good thing if a sharp-shooter can get a snap shot at the enemy. But this is a bloody and cruel work, not to use harsher terms. A much more civilized way to make a snap shot is to use a kodak, like the Bullet, a roll film camera that hits the mark every time. It shoots twelve times, can be reloaded in daylight, and makes a picture $3\frac{1}{2} \times 3\frac{1}{4}$ inches. For an illustrated manual send to the Eastman Kodak Co., Rochester, N. Y.

The woman who can successfully cut and make dresses may well be proud of her accomplishment. There are doubtless many who would like to learn the art. Such should write to Moody & Co., Cincinnati, O., for full description free, by mail, of their Improved Tailor System of Dress Cutting. They guarantee that any woman of ordinary intelligence can easily and quickly learn to cut and make any garment, in any style, to any measure, for women, men, and children.

One who has attempted to fit up a school in accordance with the demands of the present time knows what a variety of articles it takes, yet the Manhattan School and Church Furniture Works, No. 127 Clinton Place, N. Y., can do it, from the mat at the door to "Old Glory" on the flag staff. This is the only furniture house with a factory in New York, so they can fill orders with great promptness. They employ the best skilled labor that can be secured, manufacturing desks for scholars, teachers, and principals, seating of various kinds, work benches for manual training, kindergarten tables, also pews, pulpits, altar rails, and cabinet work of all description.

The overworked teacher frequently complains of nervous prostration and feels the need of something to make up for the waste of nervous tissue. In Bovinine will be found the relief sought for. It is of great benefit in cases of nervous prostration, brain fatigue, loss of appetite, and sleeplessness.

Do you know that you can have a fifteen days' trial of an organ at your home before you pay a cent on it? This is the privilege granted by the Beethoven Company, of Washington, N. J. In this case also the purchase is made direct from the factory and middlemen's profits are saved to the purchaser.

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

Go by the book. Pills 10¢ and 25¢ a box. Book free at your druggist's or write B. F. Allen Co., 365 Canal St., New York.

Annual sale more than 6,000,000 boxes.

It is an old saying that beauty is but skin deep. There is much truth in this, as ladies are well aware, and that is the reason why they take such extraordinary pains to preserve the complexion. Many of them use Recamier Cream, applying it at night and washing it off in the morning; they have found it very beneficial. For information in regard to it address Harriet Hubbard Ayer, 131 West 31st street, N. Y.

Literary Notes.

Ginn & Co. have just issued the *Latin Composition Tablet*, by B. L. D'Ooge, professor of Greek and Latin in the Michigan State normal school at Ypsilanti. The purpose of this tablet is to lessen the labor of correction and thus make possible the writing of far more Latin; also to point out errors without correcting them and thus to develop independent scholarship and encourage individual research.

D. C. Heath & Co. have recently published a valuable little book entitled *Prose Dictation Exercises from the English Classics with hints on Punctuation and Parsing*, by James H. Penniman, instructor in English in the De Lancey School, Philadelphia, and author of *Common Words Difficult to Spell*.

The Scribners will issue shortly a uniform library edition of the more popular prose works of Robert Louis Stevenson. The set will number sixteen volumes, comprising romances, short stories, and essays, and will be published at a reasonable price to meet a popular demand.

Several articles which are an outcome of Julian Ralph's voyage to China, undertaken in the interests of *Harper's Magazine* and *Harper's Weekly*, will be published in the *Magazine* during the summer months. The first of the series will be entitled "House-Boating in China," and will appear in the June *Harper's*. In all there will be three articles or more, amply and beautifully illustrated from drawings by C. D. Weldon, who accompanied Mr. Ralph to the interesting points in China which are described.

The memoir and correspondence of Dante Gabriel Rossetti, upon which the poet's brother is now engaged, will appear towards the end of February.

All short stories and poems by Rudyard Kipling, A. Conan Doyle and other popular writers, are now carefully copyrighted in this country.

Walter Besant has collected for a volume some of his essays on social topics, the proposed title of the book being, *As We Are; As We May Be*. Some of the papers were written many years ago for *The British Quarterly Review*.

A new edition of that old and standard work, which has never been actually rivaled, *Chambers' Cyclopaedia of English Literature*, is in preparation. The original editor was the late Dr. Robert Carter, Pope's biographer.

Henry M. Stanley has been writing a book entitled *My Early Travels and Adventures*, in which he gives an account of his two Indian campaigns in 1867, including something about Gen. Custer.

Tolstoi has written a book on contempt for riches, which, he argues, produce moral and spiritual debasement.

The Danish critic, Georg Brandes, has finished a work on Shakespeare, which is to be published in German in Paris.

Wilfrid Ward's biography of Cardinal Wiseman is in the press of the Messrs. Longman.

Prof. Richard T. Ely's *Socialism and Social Reform*, which the Messrs. Crowell have in its fourth edition, has been officially adopted at Chautauqua in a special course of readings in sociology.

Frederick A. Stokes Company has ready *The Smallest Dictionary in the World*, so small, in fact, that a magnifying glass is required for those who read it. The publishers supply this glass in a form which provides also a metallic case for the book. As the Century Dictionary represents the one extreme, so does this represent the other. If not the smallest book ever printed, it is probably the smallest with the same amount of matter to the page. Photography has been called in.

Macmillan & Co. issue *Ancient Rome and Its Neighborhood*, by Robert Burn, which is condensed from "Rome and the Campagna" and "Old Rome," the results of the latest discoveries having been incorporated.

Another important book in the press of Harper & Bros. is *The American Congress*, by Joseph West Moore. In this the great American statesmen, as well as the measures advocated by them, are portrayed, and the causes and consequences of federal legislation treated. It tells of all the notable legislative and political transactions in the growth and development of the Republic up to the present time.

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In their Anthropological series, the Messrs. Appleton will soon publish a volume on "The Pygmies" (the small black men of Africa), by the eminent French authority, A. de Quatrefages. The volume has been translated by Prof. Frederick Starr.

The first number of *The Citizen*, a periodical published by The American Society for the Extension of University Teaching, to take the place of its former publications, *University Extension* and *The Bulletin*, which were devoted respectively to articles dealing with the University Extension plan of education, and to University Extension news and announcements, has just been issued. *The Citizen* will cover the field of both of the above and contain, in addition, matter of more general interest. It will be the exponent of the University Extension idea as conceived by the American Society, keeping before the public the final aim of the society's teaching, which is to make better citizens by making better instructed and more thoughtful men and women.

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The *Century's* Life of Napoleon has caught the popular fancy in a most surprising way, and copies of the magazine have been hard to get unless purchased within a few days of issue. "With each instalment," says the *Critic* of March 2, "the value and thoroughness of the work becomes more manifest." The present revival of interest in Napoleon has been only a lucky coincidence for *The Century*, as Professor Sloane's history was projected, and its publication in 1895 decided upon, long before there was, even in France, any unusual interest in the character of Bonaparte.

The complete novel in the March issue of *Lipincott's* is "A Tame Surrender," by Captain Charles King. Departing from this author's usual field, the purely military, it deals with the Chicago strike, the riots and their suppression, and the loves of a United States lieutenant and a high-minded young lady who works a type-writer. It is her "tame surrender," after long resistance, which gives the tale its title.

The *Brooklyn Eagle* has established an educational department in its Sunday issue to give space to the teachers as a medium for the exchange of views, for model lessons and specimens of actual class work. A special feature of this department is the weekly publication of selections (new and old), suitable for recitation.

Messrs. Barnes & Co., 36 E. 10th st., are making a new edition of their "History of Europe," by Archibald Alison, abridged in one volume by Edward S. Gould, with illustrations. As a history the Era of Napoleon, nothing is more complete or interesting or permanent in value than Alison. This abridgment is pronounced by scholars as the best. It is in particularly good shape for young people as the style of the abridgment is most entertaining.

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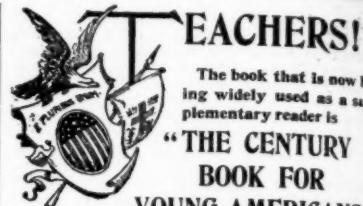
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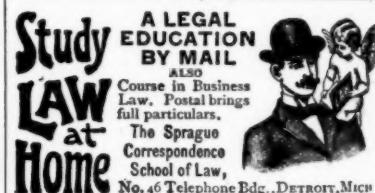
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